






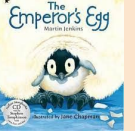

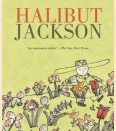









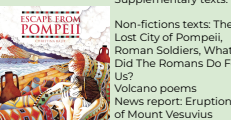





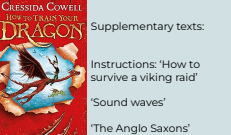













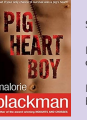
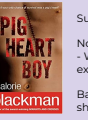


| Reading | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|--|--|--|---|--|--|
| <p>Nursery & Reception</p> |  |  |  |  |  | <p>Children share their favourite books from home.</p> |
| <p>Year 1</p> |  |  |  |  |  |  |
| <p>Year 2</p> |  |  |  |  |  |  |
| <p>Year 3</p> |  <p>Supplementary texts: Non-fiction texts: The Stone Age (Lit Shed), Stone Age Houses, Skara Brae book, Stone Age inventions Explanation text: Stone Age Food</p> |  <p>Supplementary texts: Explanation text: How To Wash a Woolly Mammoth Non-fiction texts: Pebble in my pocket</p> |  <p>Supplementary texts: Non-fiction texts: The Lost City of Pompeii, Roman Soldiers, What Did The Romans Do For Us? Volcano poems News report: Eruption of Mount Vesuvius</p> |  <p>Supplementary texts: Instructions - How to make a potion. Narrative: The Twits</p> |  <p>Supplementary texts: Egyptians and Plants Information Texts Blossom - Laura Dockrill Diary entry - Little Red</p> |  <p>Supplementary texts: Explanation text: The discovery of Howard Carter. Narrative: on a mission (Lit+) Film Study: Tadeo Jones</p> |
| <p>Year 4</p> |  <p>Supplementary texts: Biography Nelson Mandela, Martin Luther King Jr. Instructions: How to escape a football stadium. How to Mummify your friend into the Forest.</p> |  <p>Supplementary texts: Newspaper Article Caesar Killed Reading Comprehension Windy Nights (Poetry) The Table and the Chair (poetry)</p> |  <p>Supplementary texts: Instructions: 'How to survive a viking raid' 'Sound waves' 'The Anglo Saxons'</p> |  <p>Supplementary texts: Thor's journey to the land of the Giants</p> |  <p>Supplementary texts: Instructions: How to Survive a Viking Raid</p> |  <p>Supplementary texts: Columbus the King</p> |
| <p>Year 5</p> |  <p>Supplementary texts: Magazine article - Cats At Home. Newspaper article - Primary Times</p> |  <p>Supplementary texts: Narrative: Greek Myths (Odysseus, Theseus and the Minotaur)</p> |  <p>Supplementary texts: Biography: Dorothy Vaughan Poem: Space Odyssey Newspaper article: Tim Peake</p> |  <p>Supplementary texts: Hidden Figures - Margot Lee Shetterly and Laura Freeman. Explanation text: The Lunar Cycle</p> |  <p>Supplementary texts: Non Fiction: Highwaymen</p> |  <p>Supplementary texts: Short narrative: The Magic Mulberry Bush. Non Chronological Report: Texas.</p> |
| <p>Year 6</p> |  <p>Supplementary texts: Non-fiction text: Layers of the Rainforest (LS+) There's o Ron-Tan in my bedroom.</p> |  <p>Supplementary texts: Instructions: How to build a shelter. Biography: Carl Linnaeus</p> |  <p>Supplementary texts: Persuasive text: Join the Women's Land Army. Diary entry and letter: Golden Skies, Obediah Stoneheart - teachitprimary.</p> |  <p>Supplementary texts: Narrative: Rose Blanche Biography: Anne Frank Poem: We Shall Keep the Faith, Moira Michael</p> |  <p>Supplementary texts: Explanation text: the circulatory system. Narrative: Journey of a red blood cell.</p> |  <p>Supplementary texts: Non-Chronological Report - What happens during exercise? Balanced argument - should zoos be banned?</p> |

| Reading Skills Progression KS2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|
| Decoding & Fluency | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology), both to read aloud fluently and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), including including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, both to read aloud fluently and to understand the meaning of new words that they meet.</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Begin to identify some Latin root words SPECT - see. DICT - speak, CIRC - round, FIN - end within texts.</p> |
| Range of reading | <p>Listen to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes and to supplement the core text.</p> <p>Core Text Overview</p> | | <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes and to supplement the core text.</p> <p>Core Text Overview</p> | |
| Familiarity with Texts | <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> | | <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> | |
| Poetry & Performance | <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry - haiku acrostic, quatrain (ABAC, ABCB)</p> <p>Vocabulary: stanza, line, couplet, rhyme, rhythm</p> | | <p>Learn a wider range of poetry by heart - limerick, lyric, free verse, quatrain (4 lines), quintain (5 lines)</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Vocabulary: stanza, line, refrain, couplet, rhythm, caesura, penultimate</p> | |
| Vocabulary give / explain the meaning of words in context | <p>Use text around the unknown word to make a sensible guess about its meaning.</p> <p>Use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary.</p> <p>Understand how a dictionary is structured to find out the meaning of new words.</p> <p>Recognise interesting vocabulary within a text and explain why this is effective - explain, in simple terms, the effect the word has on the reader.</p> | <p>Use what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary.</p> <p>Use knowledge of how a dictionary is structured to find out the meaning of new words, noting word classes.</p> <p>Discuss words and phrases from a text they have read (sentence zoom in) and explain how they capture the reader's interest and imagination.</p> | <p>Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else, choosing the appropriate definition from those presented.</p> <p>Discuss how authors use language, including figurative language (simile, metaphor, personification), considering the impact upon the reader.</p> | <p>Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary.</p> <p>Use a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)</p> <p>Discuss and, with some support, evaluate how authors use some common types of literary devices (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader.</p> |
| Infer make inferences from the text / explain and justify inferences with evidence from the text | <p>Make straightforward inferences (inferring character's feelings, thoughts and motives) based on a single point of reference (about the character's actions and/or what they say) from the text.</p> <p>Vocabulary: hints, shows, presented.</p> | <p>Make inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour.</p> <p>Vocabulary: suggests, elements, highlighted, reveals.</p> | <p>Make inferences drawing on evidence from across the text</p> <p>Vocabulary: suggests, implies infer, believe, indicated, impression, demonstrates, represents.</p> | <p>Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail.</p> <p>Vocabulary: aspects, indicates, referenced, interpretation, reasoned assumption, portrayed.</p> |

| Reading Skills Progression KS2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|
| <p align="center">Predict</p> <p align="center">predict what might happen from details stated and implied</p> | <p>Make a simple and sensible prediction of what might happen next based on what is stated - When prompted, justify the prediction based on what has happened so far.</p> | <p>Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction.</p> | <p>Make a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction.</p> | <p>Predict what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text.</p> |
| <p align="center">Explain</p> <p align="center">identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases</p> | <p>Discusses the features of a wide range of fiction, poetry, plays, non-fiction and reference books. identifies how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. Begins to use familiar non-fiction organisational features (contents, index, glossary) independently to navigate through a text Recognise authorial choices and the purpose of these.</p> | <p>Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these. Identify basic features of organisation in non-fiction texts.</p> | <p>Provide increasingly reasoned justification for views. Recommend books for peers in detail. Give reasons for authorial choices, beginning to challenge points of view. Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning, including non-fiction organisation. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> | <p>Provide increasingly reasoned justification for views. Give reasons for authorial choices, challenging points of view. Distinguish between fact and opinion. Identifying how language, structure and presentation contribute to meaning including non-fiction organisation. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Distinguish between fact, opinion and bias explaining how they know this.</p> |
| <p align="center">Retrieve</p> <p align="center">retrieve and record information / identify key details from fiction and non-fiction</p> | <p>Use contents page and subheadings to locate information. Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieves and records information from both fiction and non-fiction texts, using diagrams, photos, captions, labels and charts, as well as in the main text. Often uses these features with minimal prompting to find answers to questions.</p> | <p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. Retrieve and records information from a fiction or non-fiction text. Use range of different non-fiction text features to help retrieve information from a text, and with support chooses a simple way in which they could record the information they have discovered.</p> | <p>Confidently skim and scan, and also use the skill of reading around to retrieve information. Use evidence from across larger sections of text. Reads a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Retrieve information from fiction or nonfiction, identifying key ideas and, with support, record and present it. Select and sort information from a range of sources and, with minimal support, record this information.</p> | <p>Confidently skim and scan, and also use the skill of reading around to retrieve information. Use evidence from across whole chapters or texts. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask questions and follows a line of enquiry. Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose. Select information independently from more than one source and often summarise it.</p> |
| <p align="center">Sequence & Summarise</p> <p align="center">summarise main ideas from more than one paragraph make comparisons within the text</p> | <p>Explain the main idea from the paragraphs just read. Use images and key vocabulary to retell familiar and new stories.</p> | <p>Identify the main ideas and key events from across a range of paragraphs, using key vocabulary to sequence and summarise a story in 5 points.</p> | <p>Summarise the main ideas as a 5 finger story and discuss themes (big ideas) explored within the wider text, identifying at least one key detail which supports their thinking.</p> | <p>Summarise the main ideas and identifies themes (big ideas) explored across the whole text read, identifying key details which supports their thinking.</p> |