Courage, Humility, Offering, Integrity, Commitment, Empathy, Service

Whole School Reading Progression Pathway

We aim for the children at Brookland to:

- Develop a love of books and reading for pleasure
- Become fluent and confident readers, reading with expression and clarity
- Develop strong phonic knowledge and use this to decode words with increasing accuracy.
- Develop a knowledge and love of a wide range of literature from around the world.
- To use reading as a skill to access their learning and the wider curriculum
- To use books as a window to the wider world and to inspire children to explore the world and all that it has to offer.

	EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Fiction	Super, Duper You You Choose Handa's Surprise Owl Babies The Fish Who Could Wish The Very Hungry Caterpillar The Gruffalo Tadpoles Promise Three Billy Goats Gruff We're Going on a Bear Hunty What the Ladybird heard Jack and the Beanstalk The Giant Turnip Once There Were Giants Oliver's Vegetables Burglar Bill Bears Don't Eat Egg Sandwiches The Tiger Who Came To Tea Peace At Last Supertato	Sally and the Limpet A Mouse Called Julian Toby and the Great Fire of London The Best of Times Zilla Sasparilla and the Mud Baby The Sand Children The Bold Boy The Dragon Machine Remember the 5th of November Mariana and the Merchild Burger Boy Rapunzel Pumpkin Soup Not Now Bernard The Richest Crocodile in the World A Necklace of Raindrops Grendel- A Cautionary Tale About Chocolate King Midas Bedtime For Monsters Grandad's Isalnd	Funnybones Wild Where The Wild Things Are The Dragon and the Knight George and the Dragon The Twelve Dancing Princesses Mr Wolf's Pancakes The Strong Little Tree The Bravest Knight Dear Greenpeace The Three Little Wolves and the Big Bad Pig Classic Fairy Tales Alexander and the Terrible, Horrible, No Good Very Bad Day The Whales Song Crab Moon Wombat Divine Somebody Swallowed Stanley How Night Came (Amazon Folk Tale) Yummy Stories	Ug The Time Travelling Cat and the Egyptian Goddess Varjak Paw The Hundred Mile-an-Hour Dog The Boy at the Back of the Class The Lost Happy Endings	Escape to Pompeii Skeleton Keys: The Unimaginary Friend The Miraculous Journey of Edward Tulane The Iron Man The Boy who Grew Dragons The Great Kapok Tree	TrooFriend The Rain Player (Maya Folk tale) Percy Jackson Holes Voices in the park Elena's Serenade The Viewer Can you see me? Weslandia	Wonder Hidden Figures Brightstorm Kensuke's Kingdom

		Dogger The Hodgeheg Beware of Boys!	Two Old Potatoes and Me Once Upon A Raindrop Chocolate Cake Billy's Sunflower Leonardo and the Flying Boy George's Marvellous Medicine				
Non – Fiction	My Encyclopaedia of Very Important Animals	The Great Fire of London Titanic Survivor The Medieval Messenger Animal Lifecycles Think of an Eel	A Year In A Castle Animal Lifecycles A Fruit is a Suitcase for Seeds	The Stone Age Ancient Egypt Wheel I Never	Pebble in my Pocket Ancient Rome	Mayan Civilization Greeks The Wonder Garden Little Frida	Shackleton
Poetry	Poems Out Loud Treasury of Nursery Rhymes and Poems Poo in the Zoo	The Jumblies A Very First Poetry Book	A Very First Poetry Book Give It A Go, Eat A Rainbow The Spider and the Fly	Quick, Let's Get out of Here		Silver The River Sea	
Others	Maps and leaflets of local places			*Extracts from Literacy Shed	*Extracts from Literacy Shed	The Week Junior	Newspapers

Year Group - Reception

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	You Choose Treasury of Nursery Rhymes and Poems Poems Out Loud Poo in the Zoo	Handa's Surprise Owl Babies The Fish Who Could Wish The Three Billy Goats Gruff We're Going on a Bear Hunt	The Very Hungry Caterpillar The Gruffalo Tadpoles Promise The Giant Turnip Little Red Riding Hood	My Encyclopaedia of Very Important Animals Animal Fact Non-Fiction Books What the ladybird heard Jack and the Beanstalk Supertato	Skills developed when reading school reading books and through adult interaction/ questioning. Also encouraged through story sharing as a class. The Tiger Who Came to Tea Oliver's Vegetables	Skills developed when reading school reading books and through adult interaction/ questioning. Also encouraged through story sharing as a class.
Phonics and Decoding	Will be able to – m, a s, d t,i n, p g, o c, k	Will be able to – u,b f, e l,h r,j v, y, w, z x	Will be able to – sh, th, ch, qu, ng, nk ay, ee, igh, ow oo, oo	Will be able to – ar, or, ck, air, ir, ou, oy	Will be able to – Consolidation time and a chance for children to become secure in their phonics knowledge. This time also allows the children to learn to write and read a range of more challenging words/ sentences. More able children/cohorts will begin to learn Set 3 sounds (R,W,I Set 3 - also taught in Year 1.) Tricky words will also become a larger focus and children will be encouraged to read with more expression. Tricky words may be introduced earlier in the year where this is appropriate.	
Common Exception Words	As the children progress through RWI phonics sessions, they are exposed to Red Words. Red words are common exception words. As part of the children's RWI reading session, they look at red words. Each book contains its own red words, relevant to the story. These words are repeated frequently in all levels of books to ensure children remember the words. More words are introduced as the book levels progress. In reception, there is also a tricky word rainbow. This rainbow contains bands of tricky words we teach the children. It is based on the same order that children will move through RWI red words. This is an extra incentive for the children to learn the tricky words in a fun way. We have also added a section to the RWI phonics session where we show children red words. Once the group is confident reading the words, we will add more. These words are presented in the following order: no, the, my, of, to, I, he, she, we, be, me, all, was, put, your, are, you, said, so, there, down, do, want, her, go, they, some. Number names are then taught by sight.					
Fluency and Phrasing			Use phonic knowledge consistently to read words	Continue to use phonic knowledge consistently to read words	Re-read books to build up their confidence in word reading and increasing their fluency based on their current phonics knowledge and using other strategies to support their ability to work out words.	As term 5 increasing fluency to 25 wpm.
Literal Understanding & Retrieval	Ongoing Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary					
	To use visual literacy to: To recognise and read their name; Recognise that print has meaning; Know that we read English text from left to right and from top to bottom	To use visual literacy to: Find information from a picture; Page sequencing; Be aware of the ways stories are structured eg. Beginning, middle, end.	With support, recognise, point to, or find and read aloud words and phrases they have learned.	The names of the different parts of a book; To recognise print can have different purposes.	Re-read these books to build up their confidence, understanding and enjoyment. With support, point to information on the page in order to locate the answer which can be found easily in the text With increasing confidence recognise, point to, or find and read aloud words and phrases they have learned;	Continue to re-read these books to build up their confidence, understanding and enjoyment. With increasing accuracy point to information on the page in order to locate the answer which can be found in the text
Inferential Reading Skills	With some support, use pictures in texts which give clues;	To begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;	To feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; To guess what could happen next. Use pictures in texts which give clues;			
Response to Text	Ongoing all year To show pleasure in stories being read to them; Beginning to look at a book out of choice, rather than something else; To begin to have favourite texts which they ask for repeatedly;	Engage in extended conversations about stories, learning new vocabulary. To know how the pictures relate to the story; Anticipate – where appropriate – key events in stories	To pick a favourite character or a favourite story and be able to say why; Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	With increasing confidence Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To read a familiar text aloud to themselves, remembering the words, key phrases they have heard;	To point to parts of the text in answer to questions.

Poetry and Performance	To enjoy sharing poems and rhymes together					
Non-Fiction						

Year Group – Year 1

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	- The Bold Boy - Sally and the Limpet - A Mouse Called Julian - The Great Fire of London - Toby and the Great Fire of London	- The Dragon Machine - The Medieval Messenger - The Best of Times - Remember the 5th of November	- Mariana and the Merchild - Burger Boy - Rapunzel - Pumpkin Soup	- Not Now Bernard - The Richest Crocodile in the World - A Necklace of Raindrops and other stories - Grendel. A Cautionary Tale About Chocolate - King Midas	- Bedtime For Monsters - Grandad's Island - Animal Lifecycles	- Dogger - The Hodgeheg - Beware of Boys! - Think of An Eel
	-FunnyBones - Wild - Where the Wild Things Are - The Dragon and the Knight - The Twelve Dancing Princesses - George and the Dragon	-Mr Wolf's Pancakes -The Strong Little Tree - A Year In A Castle - The Bravest Knight - Dear Greenpeace	- The Three Little Wolves and the Big Bad Pig - Classic Fairy Tales - Alexander and the Terrible, Horrible, No Good Very Bad Day	- The Whales' Song - Crab Moon - Wombat Divine - Somebody Swallowed Stanley - How Night Came (Amazonian Folk Tale)	- A Very First Poetry Book - Yummy Stories - Give It A Go, Eat A Rainbow - Once Upon A Raindrop - The Spider and the Fly - Two Old Potatoes and Me	- Chocolate Cake - Billy's Sunflower - Leonardo and the Flying Boy - George's Marvellous Medicine - A Fruit is a Suitcase for Seeds
Phonics and Decoding	Will be able to – ay ee igh ow oo and oo ar or air ir ou oy **Recap Set 2 Speed Sounds**	Will be able to – ea oi a-e i-e o-e u-e aw **Set 3 Speed Sounds**	Will be able to – are ur er ow ai oa **Set 3 Speed Sounds**	Will be able to – ew ire ear ure tion tious/cious **Set 3 Speed Sounds**	Will be able to – Consolidation of phonics	Will be able to – Consolidation of phonics
Common Exception Words	a, I, is, his, has, the, of, do, to, by, my, you, are, was	love, come, some, no, go, so, said, today, be, he, me, she, we, they	here, there, where, were, pull, full, put, push, one, once	friend, school, ask, our, house, your, says	Consolidation and practise of words learnt	Consolidation and practise of words learnt
Fluency and Phrasing	To accurately read texts that are consistent with their developing phonic knowledge.					
		To reread texts to build up fluency and confidence in word reading.				
					70 wpm To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	
Literal Understanding & Retrieval	To talk about the title and how it relates to the events in the text;	To retrieve answers to simple literal *who, what, where, when, which, who* and *how* questions.	To check that a text makes sense to them as they read and to self- correct.	To check that a text makes sense to them as they read and to self- correct.	To explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events;	To learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;
Inferential Reading Skills	To discuss the significance of the title and events;	To predict what might happen next in a sequenced story, based on what has been read so far;	To make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous.	To begin to explain their understanding of what is read to them, beyond that which is explicitly stated.	In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher. To predict what might happen next in a sequenced story, based on what has been read so far	In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.

Response to Text	To listen to *new words* in texts read aloud to them, *which broaden their vocabulary* To talk about words they know or like; To discuss the significance of titles and events.	To discuss word meaning and link new meanings to those already known. To join in with discussions about a text, taking turns and listening to what others say	To retell familiar stories in increasing detail. To link what they have read or have read to them to their own experiences. To link what they have read or have read to them to their own experiences. To discuss word meaning and link new meanings to those already known.	To link what they have read or have read to them to their own experiences. To discuss word meaning and link new meanings to those already known.	To listen to and discuss a wide range of high quality fiction, non-fiction and poetry at a level beyond that at which they can read independently. To discuss word meaning and link new meanings to those already known.	To listen to and discuss a wide range of high quality fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To discuss word meaning and link new meanings to those already known.
Poetry and Performance					Are *learning to appreciate* poems and rhymes, beginning to express reasons for preferences. Begin to recite simple poems by heart.	With increasing confidence recite simple poems by heart.
Non-Fiction						

Year Group – Year 2

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	- The Bold Boy - Sally and the Limpet - A Mouse Called Julian - The Great Fire of London - Toby and the Great Fire of London	- The Dragon Machine - The Medieval Messenger - The Best of Times - Remember the 5th of November	- Mariana and the Merchild - Burger Boy - Rapunzel - Pumpkin Soup	- Not Now Bernard - The Richest Crocodile in the World - A Necklace of Raindrops and other stories - Grendel. A Cautionary Tale About Chocolate - King Midas	- Bedtime For Monsters - Grandad's Island - Animal Lifecycles	- Dogger - The Hodgeheg - Beware of Boys! - Think of An Eel
	- FunnyBones - Wild - Where the Wild Things Are - The Dragon and the Knight - The Twelve Dancing Princesses - George and the Dragon	- Mr Wolf's Pancakes -The Strong Little Tree - A Year In A Castle - The Bravest Knight	- The Three Little Wolves and the Big Bad Pig - Classic Fairy Tales - Alexander and the Terrible, Horrible, No Good Very Bad Day	- The Whales Song - Crab Moon - Wombat Divine - Somebody Swallowed Stanley - How Night Came (Amazonian Folk Tale)	- A Very First Poetry Book - Yummy Stories - Give It A Go, Eat A Rainbow - Once Upon A Raindrop - The Spider and the Fly - Two Old Potatoes and Me	- Chocolate Cake - Billy's Sunflower - Leonardo and the Flying Boy - A Fruit is a Suitcase for Seeds
Phonics and Decoding	Will be able to – Set 2 and 3 Speed Sounds / **Recap Set 2 and 3 Speed Sounds**	Will be able to – or sound spelt a soft c adding suffix-y (1) adding suffix -y (2) adding suffix -ly n sound spelt kn and gn igh sound spelt y **Book 2a Spelling**	Will be able to – adding the suffix -ing (1) adding the suffix -ing (2) j sound o sound spelt a after w and qu adding the suffix -ed (1) adding the suffix -ed (2) adding the suffix -ed (3) **Book 2a Spelling**	Will be able to – r sound spelt wr adding the suffixes -er or -est (1) adding the suffixes -er or -est (2) adding the suffixes -er or -est (3) **Book 2b Spelling**	Will be able to – ee sound spelt ey adding the suffix -ness words ending in -il and words where s makes a zh sound words ending in -le words ending in -el words ending in -al **Book 2b Spelling**	Will be able to – ir sound spelt or after w adding the suffix -ful adding the suffix -less adding the suffix - ment adding the suffix -tion adding the suffix -es adding the suffixes -er or -est (1) **Book 2b Spelling**
Common Exception Words	Revision of Year 1 CEWs and introduction of Year 2 CEWs.	Year 2 CEW are taught throughout the year. Words with similar spelling patterns and sounds are taught together. Words relating to the wider curriculum are reinforced as and when they become relevant.				
Fluency and Phrasing	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	To reread these books to build up fluency and confidence in word reading.	To check that the text makes sense to them as they read, and correct inaccurate reading With increasing confidence to read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	To check that the text makes sense to them as they read, and correct inaccurate reading To consistently read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	To use expression appropriately to support the meaning of sentences, including those which use subordination.	To confidently read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To check that the text makes sense to them as they read, and correct inaccurate reading
Literal Understanding & Retrieval	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	To continue to show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	*To check that the text makes sense to them as they read and to correct inaccurate reading. To draw on vocabulary-knowledge to understand texts and solve problems;	To begin to find answers where the question word does not match the text word; To scan for key words in the text order to locate answers	To learn to: navigate different paragraphs of information texts, locating the most suitable paragraph eg. by reading subheadings or using other visual information, in order to retrieve solutions. To scan for key words in the text order to locate answers	To begin to analyse the wording of a question in order to choose what to look for e.g. *What did the princess do first when she arrived at the castle? Key words: first, princess, castle* To build confidence in finding answers where the question word does not match the text word
Inferential Reading Skills	To predict what might happen next, on the basis of what has been read so far;	In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	To make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;	To explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message;	To learn about cause and effect e.g. what has prompted a character's behaviour.	To increase confidence when making some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark
Response to Text	To recognise simple recurring literacy language in stories and poetry. To discuss their favourite words and phrases.	To ask and answer questions about a text. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To discuss the sequence of events in books and how items of information are related. Begin to make links between the text they are reading and other texts they have read (in texts that they can read independently). To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	With increasing confidence make links between the text they are reading and other texts they have read (in texts that they can read independently). To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and *classic poetry*, stories and non-fiction at a level beyond their independent reading ability; To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Poetry and Performance					To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To read (and recite) a repertoire of poems including classical poetry;
Non-Fiction	To recognise that non- fiction books are often structured in different ways.		To recognise that non- fiction books are often structured in different ways.		To recognise that non- fiction books are often structured in different ways.	

Year Group – Year 3

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Ug The Stone Age Ancient Egype	The Time Travelling Cat and the Egyptian Goddess Wheel I Never	Varjak Paw	The Hundred-Mile-an-Hour Dog	The Boy at the Back of the Class Quick, Let's Get Out of Here	The Lost Happy Endings
	Pebble in my Pocket Escape to Pompeii	Skeleton Keys: The Unimaginary Friend Ancient Rome	The Miraculous Journey of Edward Tulane	The Iron Man	The Boy Who Grew Dragons	The Great Kapok Tree
Phonics and Decoding	Will be able to – Unit 1 - dis, in Unit 2 – im Unit 3 – ous Unit 4 – ly Unit 5 - ture **Book 3 Spelling**	Will be able to – Unit 6 - ation Unit 7 - c spelt ch Unit 8 - sh spelt ch Unit 9 - ion Unit 10 - ian **Book 3 Spelling**	Will be able to – Unit 11 - re Unit 12 - anti Unit 13 - super Unit 14 - sub **Book 3 Spelling**	Will be able to – Unit 1 - mis (revise un, in, dis) Unit 2 - zhuh spelt sure Unit 3 - auto Unit 4 - ly Unit 5 - inter **Book 4 Spelling**	Will be able to – Unit 6 - ay spelt eigh, ei, ey Unit 7 - ous Unit 8 - s spelt sc Unit 9 - zhun spelt sion Unit 10 - adding il (revising un, in, mis, dis) **Book 4 Spelling**	Will be able to – Unit 11 - c spelt que, g spelt gue Unit 12 - ir Unit 13 - ion Unit 14 - ion **Book 4 Spelling**
Common Exception Words						
Fluency and Phrasing	Being to read new words outside their spoken vocabulary, making a good guess at pronunciation;	With increasing confidence read new words outside their spoken vocabulary, making a good guess at pronunciation;	When reading aloud, speak audibly and with growing fluency;	To read age-appropriate books with increasing accuracy and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words	To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words	To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words at a speed of 110 wpm.
Literal Understanding & Retrieval	To locate and discuss words and phrases they find interesting;	To ask questions which improve their own understanding.	To begin to check the accuracy of what they are retrieving by reading around the words or phrases they find;	To check the accuracy of what they are retrieving by reading around the words or phrases they find;	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases.	
Inferential Reading Skills	With support - To predict what might happen from implied details or from other stories they know.	With increasing independence – To justify predictions using evidence from the text.	With support – To draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied;	With increasing independence – To begin to justify their inferences by locating textual evidence;	In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.	Begin to identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe;
Response to Text	To develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, *plays*, non-fiction and *reference/text* books;	With some support – To use appropriate terminology when discussing texts (plot, character, setting).	To discuss authors' choice of words and phrases for effect. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	To begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Poetry and Performance					To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud
Non-Fiction		To retrieve and record information from non- fiction texts.	To retrieve and record information from non- fiction texts.	To retrieve and record information from non- fiction texts.		

Year Group – Year 4

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Ug The Stone Age Ancient Egype	The Time Travelling Cat and the Egyptian Goddess Wheel I Never	Varjak Paw	The Hundred-Mile-an-Hour Dog	The Boy at the Back of the Class Quick, Let's Get Out of Here	The Lost Happy Endings
	Pebble in my Pocket Escape to Pompeii	Skeleton Keys: The Unimaginary Friend Ancient Rome	The Miraculous Journey of Edward Tulane	The Iron Man	The Boy Who Grew Dragons	The Great Kapok Tree
Phonics and Decoding	Will be able to – Unit 1 - dis, in Unit 2 – im Unit 3 – ous Unit 4 – ly Unit 5 - ture **Book 3 Spelling**	Will be able to – Unit 6 - ation Unit 7 - c spelt ch Unit 8 - sh spelt ch Unit 9 - ion Unit 10 - ian **Book 3 Spelling**	Will be able to – Unit 11 - re Unit 12 - anti Unit 13 - super Unit 14 - sub **Book 3 Spelling**	Will be able to – Unit 1 - mis (revise un, in, dis) Unit 2 - zhuh spelt sure Unit 3 - auto Unit 4 - ly Unit 5 - inter **Book 4 Spelling**	Will be able to – Unit 6 - ay spelt eigh, ei, ey Unit 7 - ous Unit 8 - s spelt sc Unit 9 - zhun spelt sion Unit 10 - adding il (revising un, in, mis, dis) **Book 4 Spelling**	Will be able to – Unit 11 - c spelt que, g spelt gue Unit 12 - ir Unit 13 - ion Unit 14 - ion **Book 4 Spelling**
Common Exception Words						
Fluency and Phrasing	As decoding becomes more secure, become independent, fluent and enthusiastic readers	To notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences;		To read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words;	To continue to read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; Moving towards a reading speed of 140 wpm.	
Literal Understanding & Retrieval		To scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.	To skim a whole text first to select which paragraph or section of text an answer may be located in;		To develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level;	
Inferential Reading Skills	With growing confidence, gathering experience from texts, to learn – To predict what might happen from implied details;	To justify predictions from details stated and implied	To draw inferences such as inferring characters' feelings, thoughts and motives for their actions;	To justify their inferences with textual evidence, as a familiar exercise;	In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.	To identify themes across the text;
Response to Text	With *growing confidence*, and *gathering experience from a wider range of texts*, children build positive attitudes to reading and read for a range of purposes by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books;	Term 1 & 2. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To discuss vocabulary used to capture readers' interest and imagination. To discuss and compare texts from a wide variety of genres and writers.	To discuss and compare texts from a wide variety of genres and writers. To identify main ideas drawn from more than one paragraph and summarise these	To identify how language, structure and presentation contribute to meaning.	To identify themes and conventions in a wide range of books.
Poetry and Performance					To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	Ongoing To use dictionaries to check the meaning of words that they have read.	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.		To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.		

Year Group - 5

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Troofriend – Kirsty Applebaum Can I build another me? – Shinsuke Yoshitake Mayan Civilization (The History Detective Investigates) – Claire Hibbert The Rain player – David Wisniewski	Percy Jackson and the Lightning Thief – Rick Riordan Greeks – Susan Peach and Anne Millard Silver – Walter de la Mare	Holes – Louis Sachar Elena's serenade – Campbell Geeslin	The Wonder Garden – Jenny Broom Voices in the park – Anthony Browne	Can you see me? – Libby Scott and Rebecca Westcott (Term 5 and 6) The Viewer – Gary Crew and Shaun Tan The river sea – a collection of poetry	Little Frida – Anthony Browne Weslandia – Paul Fleischman
	Wonder – RJ Palacio Hidden Figures (picture book edition) – Margot Lee Shetterly The Orchard book of Viking Stories – Robert Swindells Crime and Punishment through the Ages – Grant Bage	Goodnight Mr Tom – Michelle Magorian Aspects of British History Beyond 1066: Crime and Punishment Through the Ages – Ben Hubbard The Highwayman – Alfred Noyes	Brightstorm – Vashti Hardy Introducing Antarctica – Anita Ganeri	Shackleton – William Grill Ice Trap! – Meredith Hooper Race to the Frozen North: The Matthew Henson Story – Catherine Johnson	Kensuke's Kingdom – Michael Morpurgo National Trust: I am the seed that grew the tree: A nature poem for every day of the year (Poetry Collections)	Land of Neverbelieve – Norman Messenger Cracking Coasts – Anita Ganeri
Phonics and Decoding	Will be able to – Unit 1 - silent b Unit 2 - ible Unit 3 - able Unit 4 - silent t **Book 5 Spelling**	Will be able to – Unit 5 - ibly, ably Unit 6 - ent Unit 7 - ence Unit 8 - ee spelt ei **Book 5 Spelling**	Will be able to – Unit 9 - ant, ance, ancy Unit 10 - shus spelt cious Unit 11 - shus spelt tious Unit 12 - shul **Book 5 Spelling**	Will be able to – Unit 1 - suffixes Unit 2 - suffixes Unit 3 - suffixes Unit 4 - suffixes **Book 6 Spelling**	Will be able to – Unit 5 - suffixes Unit 6 - sh spelt ti or ci Unit 7 - sh spelt si or ssi Unit 8 - silent letters **Book 6 Spelling**	Will be able to – Unit 9 - ei and ie Unit 10 - ible and able Unit 11 - plural nouns Unit 12 - plural nouns **Book 6 Spelling**
Common Exception Words						
Fluency and Phrasing	To prepare readings using appropriate intonation to show their understanding; To notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; To read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;	With increasing confidence read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;	Confidently read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;	Confidently read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity to a speed of 150 wpm.		
Literal Understanding & Retrieval	To begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus. To discuss their understanding and explore the meaning of words in context; To ask questions which develop their understanding.	To retrieve key details and begin to find quotations from a whole text;	*With increasing confidence* understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	Begin to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases;	With increasing confidence locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases;	Confidently locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases;
Inferential Reading Skills	To draw inferences independently, including from characters' feelings, thoughts and motives often justifying with textual evidence;	To make predictions from stated and implied details, both before and after events; To justify predictions in detail with evidence from the text. To being to summarise main ideas.	To discuss and explore the precise meaning of words and phrases in context.	To summarise main ideas;	To identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry;	To make comparisons within and across texts, referring to both reference points;

Response to Text	Children extend their familiarity with texts to include *modern fiction, fiction from our literary heritage, and books from other cultures;* To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	To identify main ideas drawn from more than one paragraph and to summarise these. To discuss vocabulary used by the author to create effect including figurative language.	To evaluate the use of authors' language and explain how it has created an impact on the reader		To recommend texts to peers based on personal choice.	
Poetry and Performance					To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	
Non-Fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.					

Year Group - 6

	T1	T2	T3	T4	T5	T6
Key TEXTS: Stories Poetry and rhyme Information Other texts	Troofriend – Kirsty Applebaum Can I build another me? – Shinsuke Yoshitake Mayan Civilization (The History Detective Investigates) – Claire Hibbert The Rain player – David Wisniewski	Percy Jackson and the Lightning Thief – Rick Riordan Greeks – Susan Peach and Anne Millard Silver – Walter de la Mare	Holes – Louis Sachar Elena's serenade – Campbell Geeslin	The Wonder Garden – Jenny Broom Voices in the park – Anthony Browne	Can you see me? – Libby Scott and Rebecca Westcott (Term 5 and 6) The Viewer – Gary Crew and Shaun Tan The river sea – a collection of poetry	Little Frida – Anthony Browne Weslandia – Paul Fleischman
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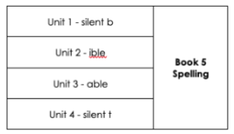
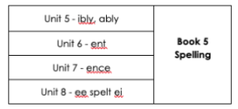
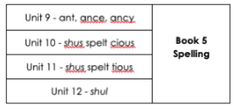
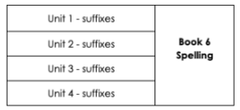
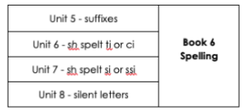
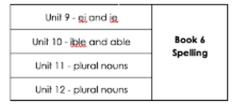
Phonics and Decoding	Will be able to – 	Will be able to – 	Will be able to – 	Will be able to – 	Will be able to – 	Will be able to – 
Common Exception Words						
Fluency and Phrasing	To show that they can: read age-appropriate texts fluently and with confidence; To notice and respond to punctuation and phrasing when reading aloud; Gain, maintain and monitor the interest of the listener; Speeds up to 150-200 wpm					
Literal Understanding & Retrieval	Ongoing - During text-discussion, they can maintain focus on the subject, using notes when necessary; To routinely find accurate quotations from a whole text;	To retrieve and summarise details to support opinions and predictions;	Independently locate information and provide reasoned justifications for their views;	Further developing using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.	Embedding skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.	

Inferential Reading Skills	With confidence, fluency and independence – To draw hidden inferences, justifying with textual evidence, including quotations which illustrate;	To work out the nuanced meanings of words and phrases in context. To make reasoned predictions from implied details; To summarise main ideas across whole text, note developments e.g. of a character or relationship;	To identify and discuss themes across a wide range of texts; To make comparisons within and across texts, using evaluative skills; To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To summarise main ideas across whole text, note developments e.g. of a character or relationship;		
Response to Text	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To draw out key information and to summarise the main ideas in a text. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	To compare characters, settings and themes within a text and across more than one text.	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	To recognise more complex themes in what they read (such as loss or heroism).	
Poetry and Performance					To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	
Non-Fiction	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	To retrieve, record and present information from non-fiction texts.		To retrieve, record and present information from non-fiction texts.		