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| Year 1 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core textsCycle A | **Mouse House by John Burnigham****The Shopping Basket by John Burnigham****On the way home-Jill Murphy** | **Yeti and the bird- Nadiaa Shereen****Pig the pug-By Aaron Blabely****The silent red book -By Maia Walczac****The snowman-Raymond Brigg** | **Lost and found-Oliver Jeffers****The Sea Saw- Tom Percival** | **Dinosaurs and all that rubbish- By Michael Foreman****The journey Home by Frann Preston**  | **Little Red- By David Roberts****Goldilocks and the three bears-By Lauren Child****Jim and the beanstalk** | A tadpoles promise-By Jeanne WillisMy butterfly Bouquet-By Nicola Davies |
| Reading for pleasurePoetryCumulative textsNon fiction | The tiger that came to tea-Judith Kerr, Little Gooses Autumn, There is a tiger in my garden, The house that Jack built, Hand’s SurpriseOpen a book -By Jane Baskwell**Iggy Peck, Architect-By Andrea Beaty** | **The twelve days of Christmas,** **The silent bliue book,** **The smeds and the smoos,** **Willy the wimp,** **The Never Ending Story by Ashwini Bhat****How to be a lion by Ed Vere****A great big cuddle-Michael Rosen** | This is the nest the robin built, Dogger,The velveteen rabbit, I want my hat back By Jon Klasson,The Owl and The pussy cat**The sea below my toes** | Mrs Noah’s pocket, Mrs Noah’s Garden,Pattan’s pumpkin, Me and Annie Macphee, The great paper caper, Tidy BY Emily Gravett, The crocodile -By Lewis Carol | The gigantic turnipthe princess and the pea -Lauren child, The pea and the princess-Mini Grey, Jack and the baked bean stalk, Once upon a wild wood, Hansel and GretelOut and about-By Shirley Hughes**Inside the villains-by Clautilde Perrin** | My oh my a butterfly, Tad, Frog and toad are friends By Arnold LobelHurt no living thingPoor old women |
| Core TextsCycle B | **Town Mouse country Mouse by Libby Walden****My mum, My dad, Things I like-By Anthony Brown** | **Funny bones by Allan Ahlberg****The dark by Lemony Snikett** | **The way back Home-Oliver Jeffers****Leaf- By Sandra Diekman** | **Mr Men and Little Miss -By Roger Hargreaves****Cops and Robbers -By Allan Ahlberg****Burgler Bill, Gruffalo’s child,**  | **The dragon Machine-by helen Ward****Tell me a dragon-By Jackie Morris****The disgusting sandwich-Gareth Edwards** | **The flower -by John Light****The day the crayons quit-By Oliver Jeffers**The big book of blooms-Yuval Zommer |
| Reading for pleasurePoetryCumulative textsNon fiction | On Sudden Hill-By Benji Davis, There was an old lady who swallowed a fly.Would you rather by John BurninghamNow we are six By A A Milne**Home-by Carson Ellis** | The bear under the stairs, Stuck -by oliver Jeffers, Peepo by Allan AhlbergSaw My teacher on a Staurday-By Dav Crawley | Your snug with me, The midnight panther by Poonam mystry, The winter’s child by Angella Macallister, Leon and the place between. The dog that ate the world BY Sandra DiekmanOwl MoonIf polar bears disappeared-Lilly Wiliams | Mr Men and Little Miss storiesThe pied Piper of Hamelien,Anasi the spiderChicken LickenPlease Mrs Butler By Allan AhlbergA Fly Went By by Mike McClintok, | Grandad’s Secret Giant-David Litchfield The building Boy-By David Litchfield There was an old dragon who swallowed a knightThe giant of Jum-Bengji Davies | Dear Dairy- By Sara Finalli, The diary of a killer cat, the day the crayons came home,here was a Tree by Rachel IsadoraReady for spaghetti-Michael Rosen |
| Decoding | read aloud accurately books that are consistent with their developing phonic knowledgeRead Purple Storybooks; read some Set 2 sounds (ay, ee, igh, oo, *oo)*read words containing taught GPCs and –s, –es, –ing, –ed, | read aloud accurately books that are consistent with their developing phonic knowledgeRead Pink Storybooks; read all Set 2 sounds(ay, ee, igh, oo, *oo, ar, or, air, ir,ou, oy)*read words containing taught GPCs and –s, –es, –ing, –ed, | read aloud accurately books that are consistent with their developing phonic knowledgeRead Orange Storybooks; read some Set 3 sounds (ea, oi, a-e, e-e, i-e, o-e, u-e) plus wh read other words of more than one syllable that contain taught GPCsread words containing taught GPCs and–er and –est endingsRead and understand words with the prefix -un | read aloud accurately books that are consistent with their developing phonic knowledgeRead Yellow Storybooks read some Set 3 sounds (ea, oi, a-e, e-e, i-e, o-e, u-e, aw, air, er, ur, ow, ai)read other words of more than one syllable that contain taught GPCsread words containing taught GPCs and–er and –est endings | read aloud accurately books that are consistent with their developing phonic knowledgeRead Yellow Storybooks; read all of Set 3 sounds (oa, ew, ire, ear, ue, ie,auRead and understand words with the prefix -un | read aloud accurately books that are consistent with their developing phonic knowledgeRead Blue Storybooks read all of Set 3 sounds including ph, ck, kn, tion, cious, tious |
| Sight recognition (fluency) | Learn to read with automaticity: the of to no I my me go he baby said are you paint your | read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)Learn to read with automaticity: all my like I’ve the want you we be no her are me said he she to washing some so | Learn to read with automaticity: what they do said you to the me be want my go he no old are all we so was they want her call | Learn to read with automaticity: some saw her to all was they watch(es) of said want you are school small do what their your who tall call brother were I’m I’ve baby there fall any where wallwould, could, should, door, floor, poor, because, people, class, pass, bath, path, any, many | Learn to read with automaticity: some saw her to all was they watch(es) of said want you are school small do what their your who tall call brother were I’m I’ve baby there fall any where wallMr, Mrs, old, cold, gold, find, mind, kind | Learn to read with automaticity: does were all one said of to they any other two her there I’m could I’ve what do ball would want their watch some water are was wash you anyone over who school wasn’t through once son brother where saw whole small tall people |
| **V**ocabulary(breadth, precision, links etc) | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. | drawing on what they already know or on background information about words encountered in a text. Being read aloud by an adult.being encouraged to link what they hear read to their own experiences and discuss word meanings to what they already know. |
| **I**nference (Verbal reasoning) Background knowledge(facts, concepts etc) | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done within the text by characters.drawing on what they already know or on background information and vocabulary provided by the teacher | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done within the text by characters and the setting.drawing on what they already know or on background information and vocabulary provided by the teacher | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done and said within the text.drawing on what they already know or on background information and vocabulary provided by the teacher | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done and said within the text.drawing on what they already know or on background information and vocabulary provided by the teacher | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done and said within the text.drawing on what they already know or on background information and vocabulary provided by the teacher | discussing the significance of the title and illustrationmaking inferences on the basis of what is being done and said within the text.drawing on what they already know or on background information and vocabulary provided by the teacher |
| **P**rediction | predicting what might happen based on discussion from the front cover illustration.  | predicting what might happen based on discussion from the front cover illustration and blurb. | predicting what might immediately next happen in the text based on what has been read so far from an adult. | predicting what might happen later on in the text based on what has been read so far from an adult. | predicting what might happen later on in the text based on what has been read so far by the child. | Begin to make adjustments to initial predictions as a text is read to them by an adult. |
| **E**xplain | explaining what happened immediately after a section of a story has been read to them. | explaining what happened immediately after a section of a story has been read to them. | explaining what happened to particular characters within a text through a story. | explaining what happened to particular characters within a text through a story. | explaining what happened to particular characters within a text through a story and the causation of their actions upon others. | explaining what happened to particular characters within a text through a story and the causation of their actions upon others. |
| **R**etrieval | Orally recall who the main characters are within a text. | Orally recall who the main characters with details about them. | Orally recall who the main characters are with details about them and what happened at the start and end of a text. Responding to question stems: what, when, who, where | Orally recall answers from a text that is read to them that requires more than one answer: EG name me two characters that…. | Recall answers from a text that is read to them that requires selecting from a range of answers the correct answer. | Recall answers from a text that is read to them that requires selecting from a range of answers the correct answer. |
| **S**ummarise and sequencing | Order event of a story that is read to them using only three key events in pictorial form. | Order event of a story that is read to them using only three - 5 key events in pictorial form. | Order event of a story that is read to them using only three - five key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that is read to them using only three - five key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that a child has read using only three - five key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that a child has read using only three - five key events in pictorial form with matching sentences to match (at the child’s phonetic level) |
| Literacy knowledge(print concepts, genres etc) | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Words consist of letters and words have spaces between them. | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Words consist of letters and words have spaces between them. | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Words consist of letters and words have spaces between them. | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Pay attention to the genres of texts | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Pay attention to the genres of texts | Print is read from left to rightPoint to words as it is being read by an adult and by another child.Pay attention to the genres of texts |

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| Year 2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core textsCycle A | **Mouse House by John Burnigham****The Shopping Basket by John Burnigham****On the way home-Jill Murphy** | **Yeti and the bird- Nadiaa Shereen****Pig the pug-By Aaron Blabely****The silent red book -By Maia Walczac****The snowman-Raymond Brigg** | **Lost and found-Oliver Jeffers****The Sea Saw- Tom Percival** | **Dinosaurs and all that rubbish- By Michael Foreman****The journey Home by Frann Preston**  | **Little Red- By David Roberts****Goldilocks and the three bears-By Lauren Child****Jim and the beanstalk** | A tadpoles promise-By Jeanne WillisMy butterfly Bouquet-By Nicola Davies |
| Reading for pleasurePoetryCumulative textsNon fiction | The tiger that came to tea-Judith Kerr, Little Gooses Autumn, There is a tiger in my garden, The house that Jack built, Hand’s SurpriseOpen a book -By Jane Baskwell**Iggy Peck, Architect-By Andrea Beaty** | **The twelve days of Christmas,** **The silent bliue book,** **The smeds and the smoos,** **Willy the wimp,** **The Never Ending Story by Ashwini Bhat****How to be a lion by Ed Vere****A great big cuddle-Michael Rosen** | This is the nest the robin built, Dogger,The velveteen rabbit, I want my hat back By Jon Klasson,The Owl and The pussy cat**Bringing the Rain to Kapiti Plain by Verna Aardema****The sea below my toes** | Mrs Noah’s pocket, Mrs Noah’s Garden,Pattan’s pumpkin, Me and Annie Macphee, The great paper caper, Tidy BY Emily Gravett, The crocodile -By Lewis Carol | The gigantic turnipthe princess and the pea -Lauren child, The pea and the princess-Mini Grey, Jack and the baked bean stalk, Once upon a wild wood, Hansel and GretelOut and about-By Shirley Hughes**Inside the villains-by Clautilde Perrin** | My oh my a butterfly, Tad, Frog and toad are friends By Arnold LobelHurt no living thingPoor old women |
| Core TextsCycle B | **Town Mouse country Mouse by Libby Walden****My mum, My dad, Things I like-By Anthony Brown**  | **Funny bones by Allan Ahlberg****The dark by Lemony Snikett** | **The way back Home-Oliver Jeffers****Leaf- By Sandra Diekman** | **Mr Men and Little Miss -By Roger Hargreaves****Cops and Robbers -By Allan Ahlberg****Burgler Bill, Gruffalo’s child,**  | **The dragon Machine-by helen Ward****Tell me a dragon-By Jackie Morris****The disgusting sandwich-Gareth Edwards** | **The flower -by John Light****The day the crayons quit-By Oliver Jeffers** |
| Reading for pleasure PoetryCumulative textsNon fiction | On Sudden Hill-By Benji Davis, There was an old lady who swallowed a fly.Would you rather by John BurninghamNow we are six By A A Milne**Home-by Carson Ellis** | The bear under the stairs, Stuck -by oliver Jeffers, Peepo by Allan AhlbergSaw My teacher on a Staurday-By Dav Crawley | Your snug with me, The midnight panther by Poonam mystry, The winter’s child by Angella Macallister, Leon and the place between. The dog that ate the world BY Sandra DiekmanOwl Moon | Mr Men and Little Miss storiesThe pied Piper of Hamelien,Anasi the spiderChicken LickenA Fly Went By by Mike McClintok,Please Mrs Butler By Allan Ahlberg | Grandad’s Secret Giant-David Litchfield The building Boy-By David Litchfield There was an old dragon who swallowed a knightThe giant of Jum-Bengji Davies | Dear Dairy- By Sara Finalli, The diary of a killer cat, the day the crayons came home,here was a Tree by Rachel IsadoraReady for spaghetti-Michael RosenThe big book of blooms-Yuval Zommer |
| Decoding | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRead Blue Storybooks Read Blue Storybooks read all of Set 3 sounds including ph, ck, kn, tion, cious, tious | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRead Grey Storybooks | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRead Grey Storybooks | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationAccess RWI Comprehension | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationAccess RWI Comprehension | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationAccess RWI Comprehensio |
| Sight recognition (fluency) | without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)Learn to read with automaticity: does were all one said of to they any other two her there I’m could I’ve what do ball would want their watch some water are was wash you anyone over who school wasn’t through once son brother where saw whole small tall people | without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)Learn to read with automaticity: should were there call want come could one through was to you said all of many are other they two who your what school mother water father son here people buy bought do some watch anyone whole ball great above someone another school walk would where caught worse their great everyone love wear buy bought | without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)Learn to read with automaticity: should were there call want come could one through was to you said all of many are other they two who your what school mother water father son here people buy bought do some watch anyone whole ball great above someone another school walk would where caught worse their great everyone love wear buy bought | read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)re-read these books (blue and grey) to build up their fluency and confidence in word reading. | read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)re-read these books (blue and grey) to build up their fluency and confidence in word reading. | read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)re-read these books (blue and grey) to build up their fluency and confidence in word reading. |
| **V**ocabulary(breadth, precision, links etc) | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading.drawing on what they already know or on background information when learning new words. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary-(**nouns and feelings).** | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading.drawing on what they already know or on background information when learning new words.Discussing and clarifying the meanings of words, linking new meanings to known vocabulary-(**verbs).** | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading.To begin to explain the meaning of words, making some references to the text they are reading with adult support.Discussing and clarifying the meanings of words, linking new meanings to known vocabulary-(**verbs).** | To explain the meaning of words independently, making some references to the text they are reading using multiple choice formats to scaffold.Discussing and clarifying the meanings of words, linking new meanings to known vocabulary-(**adjectives).** | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading.Discussing and clarifying the meanings of words, linking new meanings to known vocabulary-(**adjectives).** | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading. |
| **I**nference (Verbal reasoning) Background knowledge(facts, concepts etc) | make some inferences, answering ‘how’ and ‘why’ questions which may reach beyond the text. using pictures as a source. | Make simple inferences on feelings of characters and the reasons for these feelings, particularly when based on the child’s personal experiences using pictures as a source. | Make simple inferences on feelings of characters and the reasons for these feelings, particularly when based on the child’s personal experiences using pictures as a source. | Make simple inferences on feelings of characters from what is said and done using pictures and simple texts. | Make simple inferences on what is said and done using simple texts and drawing upon background knowledge and vocabulary. | Make simple inferences on what is said and done using simple texts and drawing upon background knowledge and vocabulary. |
| **P**rediction | predicting what might happen based on discussion from the front cover illustration and blurb. | predicting what might happen based on discussion from the front cover illustration and blurb. | predicting what might happen later on in the text based on what has been read so far from an adult. | Begin to make adjustments to initial predictions as a text is read to them by an adult. | Use relevant prior knowledge to make predictions to a text that is read to them and by them. | Use relevant prior knowledge to make predictions to a text that is read to them and by them. |
| **E**xplain | explaining what happened to particular characters within a text through a story and the causation of their actions upon others. | explaining what happened to particular characters within a text through a story and the causation of their actions upon others. | Explain what new words mean within the context of it being read to them. | Explain what new words mean within the context of it being read to them. | Explain what new words mean within the context of it being read by themselves. | Explain what new words mean within the context of it being read by themselves. |
| **R**etrieval | Recall answers from a text that is read to them that requires selecting from a range of answers the correct answer.Orally recall who the main characters are with details about them and what happened at the start and end of a text. Responding to question stems: what, when, who, where | Scanning- Search for items within a picture eg: where’s WallyOrally recall who the main characters are with details about them and what happened at the start and end of a text. Responding to question stems: what, when, who, where | Scanning- Search for identified words within a given paragraph or selection of words using word level knowledge as the stimulus EG: find me all the words containing the ee, ea vowelRecall answers from a text that is read to them that requires selecting from a range of answers the correct answer. | Scanning- Search for identified words within a given paragraph or selection of words using word level knowledge as the stimulus EG: find me all the words containing the ee, ea vowelRecall answers from a text that is read to them that requires selecting from a range of answers and identifying the odd one out. | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.Recall answers from a text that is read to them that requires selecting from a range of answers and identifying the odd one out using a method of pointing out the evidence within a text to justify an answer. | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.Recall answers from a text that is read to them that requires selecting from a range of answers and identifying the odd one out using a method of pointing out the evidence within a text to justify an answer. |
| **Summarise and sequencing** | Order event of a story that a child has read using only three - five key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that a child has read using only up to five key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that a child has read using between five - eight key events in pictorial form with matching sentences to match (at the child’s phonetic level) | Order event of a story that a child has read using between five - eight key events with matching sentences to match (at the child’s phonetic level) | Order elements of the story by numbering when they occurred in order within the story. | Order elements of the story by numbering when they occurred in order within the story. |
| Literacy knowledge(print concepts, genres etc) | Pay attention to the use of bullet points within texts as a means to listing items | Pay attention to the use of inverted commas (LKS2) within the texts read to convey character speech and how it moves the narrative on. | Pay attention to the difference between first person and third person narrative / recount. | Pay attention to the difference between first person and third person narrative / recount. | Pay attention to genres being taught (fairy tale structure and instructional) | Pay attention to genres being taught |

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| Year 3 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core texts writing elementCycle A | The Tear ThiefThe first drawing | The House of Madame MFarther | The Egyptian CinderellaThe story of Tutankhamun  | Winter’s ChildThe Winter King’s birthday | The iron manThe midnight panther | The legend of Sally JonesThe mysteries of Harris Burdick |
| Reading for PleasurePoetryNon fiction | The beasts of Clawstone Castle-By Eva IbbotsonFrom a railway carriage-Robert Louis StevensonWhen we became humans-Charles Bright | The station catOld Mother Hubbard-Sarah MarineFunny bums and freaky beaks | The Demon Headmaster-Gillian CrossIf all the world were paper-Joseph CoelhoMummies unwrapped | Dick King Smith-The Queen’s noseWhen Betty eats spaghetti-Colin WestIf the world were a village-David Smith | The good turn-Sharna JacksonThere’s a dragon in the classroom-Charles ThompsonThe book of comparisons-Cliff Gifford | Stig of the dumpHomework oh homework-Jack PrelutskyIf-David Smith |
| Core TextsCycle B | The Silent Blue Book By Maia WalczacBlack dog by Levi PenfoldThe Skull-Jon Klasson | The King who banned the darkRhythm of the rain By Graham Baker SmithThe wolf’s secrets | The lost happy endings By Carol Ann Duffy <https://fliphtml5.com/gfrec/gonz/basic> Frindleswylde | Escape from PompeiThe Zebra’s great escape | VarmintsLeon and the Place between By Angella Macallister | The remarkablesThe ever changing earth By Graham Baker Smith |
| Reading for pleasure PoetryNon fiction | The adventures and the cursed castle By Jemma HattOn the Ning Nang Nong-Spike MilliganKay’s Anatomy-Adam Kay | The Demon Headmaster By Gillian CrossThe witches spell (William Shakespere, Macbeth)The element in the room | The nothing to see here Hotel by Steven ButlerJabberwocky-Lewis CarrolThe Humans-Johny Marx | The Magic Faraway TreeThe Jumblies-Edward LearThe lost book of adventure-Teddy Keen | The boy who grew dragonsGran can you rap- Jack OusbyAn emotional menagarie | The highland falcon thiefThe spider and the fly-Mary HowitWe are all born free |
| Texts for whole class readingCycle ACycle B | Stig of The dumpJeremy Strong-The hundred mile an hour dogThe witches by Roald Dahl | A dangerous game-Malorie BlackmanOwen and the Soldier by Colin Thompson and Friend or Foe by Michael Morpurgo | The boy who stole the Pharaohs lunchWind on the hill -AA milneGeorges Marvellous Medicine | Peter Pan by J.M BarrieThe Jumberlies-Edward LearThe wild robot-Peter Brown | James and the giant peach By Roald DahlThe eagle and the crocodile Zombiereilla-Joseph Coelho | Varjak Pat SF SaidTed rules the world-Frank Cotteryl Boyce |
| Decoding (word reading) | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation | Recap all GPCS from set 1,2,3 and ensure that pure sounds are continued to be used. Apply decoding ability to words containing spelling patterns being taught: -tion | Apply decoding ability to words containing spelling patterns being taught. | Apply decoding ability to words containing spelling patterns being taught. | Apply decoding ability to words containing spelling patterns being taught. | Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. |
| Sight recognition (fluency) | read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (guided oral reading, choral reading and echo reading strategies used with books read)re-read these books (blue and grey) to build up their fluency and confidence in word reading.Recap all KS1 common exception words plus **arrive, decide, describe, extreme, guide****Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation**Smoothness:**Self correct words and / or sentence structures**Pace:**Read at an appropriate conversational pace throughout the reading as per reading level | Read at a speed sufficient for them to focus on understandingBegin reading plus offer to support fluency development.Recap all KS1 common exception words plus Unstressed vowels – different, favourite, February, interest, library, ordinary, separate. Words with eigh**weigh, eight, eighth, weight, height,** neighbour Words with ch making a sh or c sound**chef, chalet, machine, brochure, chorus, chemist, echo, character****Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation**Smoothness:**Self correct words and / or sentence structures**Pace:**Read at an appropriate conversational pace throughout the reading as per reading level | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Recap all KS1 common exception words plusWords ending in –tion, or –ssion**discussion, question, competition, expression, permission, action, position, possession, mention****Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Words with a soft C **centre, century, decide, certain, circle, experience, exercise, medicine, sentence, notice,**Words with sc **science, scene, discipline, fascinate, crescent, conscience, conscious****Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Double consonants – **address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose Words ending in –tion, or –ssion****discussion, question, competition, expression, permission, action, position, possession, mention. Words ending in –sion or -cian****extension, comprehension, decision, collision, television, magician, musician, electrician****Words ending in –ation information, explanation, sensation, preparation, admiration, explanation, pronunciation****Expression and volume:**Read with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.**Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation.**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. | Read at a speed sufficient for them to focus on understandingRead all year 3 and those proceeding this year group common exception words by sight, noting unusual correspondence between spelling and sound.Words ending in –ous, -ious or -eouscurious, outrageous, famous, obvious, dangerous, hideous, various**Expression and volume:**Read with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.**Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation.**Smoothness:**Reas smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. |
| **V**ocabulary(breadth, precision, links etc) | With books that are read to the children, discuss their favourite words and phrases when encountered through whole class reading.Begin usingg dictionaries to check the meaning of words that they have readdiscuss words that capture the readers interest or imagination  | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.Using dictionaries to check the meaning of words that they have readdiscuss words that capture the readers interest or imagination | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.Using dictionaries to check the meaning of words that they have readchecking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationchecking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationchecking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationchecking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |
| **I**nference (Verbal reasoning) Background knowledge(facts, concepts etc) | Make simple inferences on what is said and done using simple texts and drawing upon background knowledge and vocabulary.drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions,  | Make simple inferences on what is said and done using simple texts and drawing upon background knowledge and vocabulary.asking questions to improve their understanding of a textdrawing inferences with adult support such as inferring characters’ feelings, thoughts and motives from their action | asking questions to improve their understanding of a textdrawing inferences with adult or peer support such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | asking questions to improve their understanding of a textdrawing inferences with greater independence such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | asking questions to improve their understanding of a textdrawing inferences with greater independence such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | asking questions to improve their understanding of a textdrawing inferences with greater independence such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| **P**rediction | Use relevant prior knowledge to make predictions to a text that is read to them and by them. | Predict what might happen from details stated, implied read from an adult. | Predict what might happen from details stated and implied read by themselves. | Predict what might happen from details stated and implied read by themselves. | To justify predictions using evidence from the text read by an adult. | To justify predictions using evidence from the text read by themselves. |
| **E**xplain | Explain what new words mean within the context of it being read by themselves to read to them.Identifying how language contribute to the meaning of the overall text.Identify how structure and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imagination.Identifying how language contribute to the meaning of the overall text.Identify how structure and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language contribute to the meaning of the overall text.Identify how structure and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language contribute to the meaning of the overall text.Identify how structure and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books |
| **R**etrieval | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.Recall answers from a text that is read to them that requires selecting from a range of answers and identifying the odd one out using a method of pointing out the evidence within a text to justify an answer.To retrieve and record information from a non fiction text. | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.To retrieve and record information from a fiction text. | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.to retrieve and record information from nonfiction texts so that I can answer questions. | Scanning- Search for identified words within a given paragraph or selection of words using meanings of words.To retrieve and record information from a fiction text. | to retrieve and record information from nonfiction texts so that I can answer questions. | I know how to retrieve and record information from nonfiction texts so that I can answer questions.To retrieve and record information from a fiction text. |
| **Summarise and sequencing** | Order elements of the story by numbering when they occurred in order within the story.identify the key idea of single paragraphs so that it can be discussed them orally.Give a brief verbal summary modelled by teacher | identify the key idea of single paragraphs so that it can be discussed. Using ‘number it format’ and ‘true or false ‘statements.Give a brief verbal summary  | identify the key idea of more than one paragraph so that it can be discussed. Using ‘number it format’ and ‘true or false ‘statements.Begin to distinguish between the important and less important information in the text.Identify the main theme of the fiction text being read. | identify the key idea of multiple paragraphs so that it can be discussed the using a ‘sum up’ type approach.Begin to distinguish between the important and less important information in the text.Identify the main theme of the fiction text being read. | identify the key idea of multiple paragraphs so that I can discuss using various approaches by making simple notes.Begin to distinguish between the important and less important information in the text.Identify the main theme of the fiction text being read as well as other themes that may come from it. | identify the key idea of multiple paragraphs so that I can discuss using various approaches by making simple notes.Begin to distinguish between the important and less important information in the text.Identify the main theme of the fiction text being read as well as other themes that may come from it. |

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| Year 4 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core textsCycle A | The Tear ThiefThe first drawing | The House of Madame MFarther | The Egyptian CinderellaThe story of Tutankhamun  | Winter’s ChildThe Winter King’s birthday | The iron manThe midnight panther | The legend of Sally JonesThe mysteries of Harris Burdick |
| Reading for PleasurePoetryNon fiction | The beasts of Clawstone Castle-By Eva IbbotsonFrom a railway carriage-Robert Louis StevensonWhen we became humans-Charles Bright | The station catOld Mother Hubbard-Sarah MarineFunny bums and freaky beaks | The Demon Headmaster-Gillian CrossIf all the world were paper-Joseph CoelhoThe Humans-Johny Marx | Dick King Smith-The Queen’s noseWhen Betty eats spaghetti-Colin WestIf the world were a village-David Smith | The good turn-Sharna JacksonThere’s a dragon in the classroom-Charles ThompsonThe book of comparisons-Cliff Gifford | Stig of the dumpHomework oh homework-Jack PrelutskyIf-David Smith |
| Core TextsCycle B | The Silent Blue Book By Maia WalczacBlack dog by Levi PenfoldThe Skull-Jon Klasson | The King who banned the darkRhythm of the rain By Graham Baker SmithThe wolf’s secrets | The lost happy endings By Carol Ann Duffy <https://fliphtml5.com/gfrec/gonz/basic> Frindleswylde | Escape from PompeiThe Zebra’s great escape | VarmintsLeon and the Place between By Angella Macallister | The remarkablesThe ever changing earth By Graham Baker Smith |
| Reading for pleasure PoetryNon fiction | The adventures and the cursed castle By Jemma HattOn the Ning Nang Nong-Spike MilliganKay’s Anatomy-Adam Kay | The Demon Headmaster By Gillian CrossThe witches spell (William Shakespere, Macbeth)The element in the room | The nothing to see here Hotel by Steven ButlerJabberwocky-Lewis CarrolThe Humans-Johny Marx | The Magic Faraway TreeThe Jumblies-Edward LearThe lost book of adventure-Teddy Keen | The boy who grew dragonsGran can you rap- Jack OusbyAn emotional menagarie | The highland falcon thiefThe spider and the fly-Mary HowitWe are all born free |
| Texts for whole class readingCycle ACycle B | Stig of The dumpJeremy Strong-The hundred mile an hour dogThe witches by Roald Dahl | A dangerous game-Malorie BlackmanOwen and the Soldier by Colin Thompson and Friend or Foe by Michael Morpurgo | The boy who stole the Pharaohs lunchWind on the hill -AA milneGeorges Marvellous Medicine | Peter Pan by J.M BarrieThe Jumberlies-Edward LearThe wild robot-Peter Brown | James and the giant peach By Roald DahlThe eagle and the crocodile Zombiereilla-Joseph Coelho | Varjak Pat SF SaidTed rules the world-Frank Cotteryl Boyce |
| Decoding (word reading) | I know how to use prefixes and suffixes so that I understand meanings of words (sub-, inter-, anti- , ation, -ous, -tion). | I know how to use prefixes and suffixes so that I understand meanings of words (sub-, inter-, anti- , ation, -ous, -tion). | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Recap all KS1 common exception words plusWords ending in –tion, or –ssion**discussion, question, competition, expression, permission, action, position, possession, mention** | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Words with a soft C **centre, century, decide, certain, circle, experience, exercise, medicine, sentence, notice,**Words with sc **science, scene, discipline, fascinate, crescent, conscience, conscious** | Read at a speed sufficient for them to focus on understanding Begin reading plus offer to support fluency development.Double consonants – **address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose Words ending in –tion, or –ssion****discussion, question, competition, expression, permission, action, position, possession, mention. Words ending in –sion or -cian****extension, comprehension, decision, collision, television, magician, musician, electrician****Words ending in –ation information, explanation, sensation, preparation, admiration, explanation, pronunciation** | Read at a speed sufficient for them to focus on understandingRead all year 3 and those proceeding this year group common exception words by sight, noting unusual correspondence between spelling and sound.Words ending in –ous, -ious or -eouscurious, outrageous, famous, obvious, dangerous, hideous, various |
| Sight recognition (fluency) | Begin reading plus offer to support fluency development.**Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation**Smoothness:**Self correct words and / or sentence structures**Pace:**Read at an appropriate conversational pace throughout the reading as per reading level | Begin reading plus offer to support fluency development.**Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation**Smoothness:**Self correct words and / or sentence structures**Pace:**Read at an appropriate conversational pace throughout the reading as per reading level | Begin reading plus offer to support fluency development.**Expression and volume:**Read with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. | Begin reading plus offer to support fluency development.**Expression and volume:**Reads with varied volume and expression. **Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Reads at an appropriate conversational pace throughout the reading. | Begin reading plus offer to support fluency development.**Expression and volume:**Read with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.**Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation.**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. | Begin reading plus offer to support fluency development.**Expression and volume:**Read with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.**Phrasing:**Read with good phrasing; adhering to punctuation, stress and intonation.**Smoothness:**Read smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.**Pace:**Read at an appropriate conversational pace throughout the reading. |
| Vocabulary | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationWith adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries with growing independence, to define new vocabulary. | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationWith some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries with growing independence, to define new vocabulary. | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.discuss words that capture the readers interest or imaginationWith support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries with growing independence, to define new vocabulary. | discuss and evaluate how authors use language, considering the impact on the readerUse dictionaries with growing independence, to define new vocabulary.With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | discuss and evaluate how authors use language, considering the impact on the readerUse dictionaries with growing independence, to define new vocabulary.Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | discuss and evaluate how authors use language, considering the impact on the readerUse dictionaries with growing independence, to define new vocabulary.Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| **I**nference (Verbal reasoning) Background knowledge(facts, concepts etc) | asking questions to improve their understanding of a textdrawing inferences with greater independence such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | asking questions to improve their understanding of a textTo ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Confidently ask questions to improve their understanding of a text when needed. | Confidently ask questions to improve their understanding of a text when needed. | Independently, ask questions to improve their understanding of a text when necessary.Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  | Independently, ask questions to improve their understanding of a text when necessary.Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  |
| Prediction | With adult support, predict what might happen from implied details. | With some support, predict what might happen from implied details | predicting what might happen from details stated and implied | Independently, predict what might happen from implied detailsprovide reasoned justifications for their views | predicting what might happen from details stated and impliedprovide reasoned justifications for their views | predicting what might happen from details stated and impliedprovide reasoned justifications for their views |
| **E**xplain | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imaginationIdentifying how language, structure, and presentation contribute to meaningidentifying themes and conventions in a wide range of books | Discussing words and phrases that capture the reader’s interest and imagination Identifying how language, structure, and presentation contribute to meaning  |
| **R**etrieval  | I know how to retrieve and record information from non fiction and fiction texts so that I can answer questions.Using scanning for key words to help find answers to questions. | I know how to retrieve and record information from nonfiction texts so that I can answer questions.Using scanning for key words to help find answers to questions. | I know how to retrieve and record information from nonfiction, fiction and poetry texts so that I can answer question. Using scanning for key words to help find answers to questions.Use organisational features to support in navigating and finding information within a text.  | Retrieve and record information from fiction textUsing skimming and scanning for key words to help find answers to questions.Use organisational features to support in navigating and finding information within a text.  | Retrieve and record information from non-fictionUsing skimming and scanning for key words to help find answers to questions.Find evidence from multiple paragraphs or chapters to support their answers. | Retrieve, record and present information from non-fiction and fiction in the form of summaries, lisits or diagrams.Using skimming and scanning for key words to help find answers to questions. |
| Summarise and sequencing | Identifying main ideas within a paragraph: begin by pinpointing the central idea of a single paragraph using bullet points, diagrams, maps.Sequencing events in order in a simple, linear fashion. Either by sentences or by numbers. | I know how to identify the key idea of multiple paragraphs so that I can discuss using various approaches (numbering, true or false statements) | I know how to identify the key idea of multiple paragraphs so that I can discuss using various approaches (Using written summaries) | I know how to identify the key idea of multiple paragraphs so that I can discuss using various approaches (Condensing the main ideas into succinct sets of paragraphs) | Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas practice summarising a paragraph or short text into a single, concise sentence. | Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas practice summarising a paragraph or short text into a single, concise sentence. |

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| Year 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core textsCycle A | **Skellig-David Almond** | **Skellig-David Almond** | **A Monster Calls** | **A Monster Calls** | **Land of Neverbelieve** | **Land of Neverbelieve** |
| Reading For Pleasure | The Pencil -Allan AhlbergFinding my voice- Aoife DooleyChristmas JokesIt’s a blooming terrible joke book- Raymond BriggsWhen I Grow up- P.K. Hallinan | The Pencil -Allan AhlbergFinding my voice- Aoife DooleyChristmas JokesIt’s a blooming terrible joke book- Raymond BriggsWhen I Grow up- P.K. Hallinan | The CARE and FEEDING of a PET BLACK HOLE- Michelle CuevasThe Legend of Rock, Paper, Scissors- Drew DaywaltFactopia- Follow the trail of 400 facts- Kate HaleTalking Turkeys- Benjamin Zephaniah | The CARE and FEEDING of a PET BLACK HOLE- Michelle CuevasThe Legend of Rock, Paper, Scissors- Drew DaywaltFactopia- Follow the trail of 400 facts- Kate HaleTalking Turkeys- Benjamin Zephaniah | Goodnight Mr Tom – Michelle MagorianFunky Chickens- Benjamin ZephaniahVarmintsMothEvolution | Goodnight Mr Tom – Michelle MagorianFunky Chickens- Benjamin ZephaniahVarmintsMothEvolution |
| Core TextsCycle B | **The Chronicles of Narnia-C.S.Lewis** | **The Chronicles of Narnia-C.S.Lewis** |  **Thornhill-Pam Smy** | **Thornhill-Pam Smy** | **What on Earth Happened** | **What on Earth Happened** |
| Reading for pleasure  | The Final Year – Matt FellowPlease Mr Butler – Allan Ahlberg**Stories for boys who dare to be different – Ben Brooks****Goodnight Stories for Rebel Girls** | The Final Year – Matt FellowPlease Mr Butler – Allan Ahlberg**Stories for boys who dare to be different – Ben Brooks****Goodnight Stories for Rebel Girls** | Rose Blanche – Roberto Innocenti**Journeys in Creative Writing****My name is not Refugee****Wonder Goal** | Rose Blanche – Roberto Innocenti**Journeys in Creative Writing****My name is not Refugee****Wonder Goal** | Son of the Circus- A Victorian Story- E.L.NorryThe Planet in a pickle jar- Martin StanevRiddles for KidsPlanet Earth | Son of the Circus- A Victorian Story- E.L.NorryThe Planet in a pickle jar- Martin StanevRiddles for KidsPlanet Earth |
| Word Reading | **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.**Spell words with endings: cious, tious, cial, tial, ant, ance, ancy, ent, ence and ency.The focus in these words is they all have a root word and when a suffix is added it can change the vowel sounds of the root word endings. Able, ible, ably and ibly. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Spell words with suffixes beginning with vowel letters to root words: fer.The r consonant is doubled when the ending fer is stressed in the word.The use of a hyphen in a word can be used to join a prefix to a root word, more commonly when a prefix ends in a vowel letter and the root word begins with one. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Words with the I sound spelt ei after c. The I before e except after c rule applies where the sound spelt by ei is i.Words containing ‘silent’ letters whose presence cannot be predicted from the pronunciation of the word. Letters that are no longer sounded used to be sounded such as: k before the n, mn – m and b silent in some words. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Words containing the letter- string ough.There are a number of different sounds for this. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Homophones and words that can be confused.Focus on word definition and appropriate use of these in a sentence. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.****Retrieval of taught spellings rules in isolation.** |
| Sight recognition (fluency) | Expectation to read 150 words per minute.* Expression and volume: Focus largely on pronouncing the word.
* Phrasing: Frequently read in two and three-word phrases giving the impression of choppy reading.
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.

Pace: read at conversational pace, appropriate rate throughout reading | Expectation to read 160 words per minute.* Expression and volume: Focus largely on pronouncing the word.
* Phrasing: Begin to use intonation and marks ends of sentences and clauses.
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.
* Pace: read at conversational pace, appropriate rate throughout reading
 | Expectation to read 160 words per minute.* Expression and volume: Make the text sound like natural language throughout the better part of the passage.
* Phrasing: read with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.
* Pace: read at conversational pace, appropriate rate throughout reading
 | Expectation to read 175 words per minute.* Expression and volume: Read with Voice volume that is appropriate throughout the text.
* Phrasing: read with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.
* Pace: read at conversational pace, appropriate rate throughout reading
 | Expectation to read 175 words per minute.* Expression and volume: Read with good expression and enthusiasm throughout the text.
* Phrasing: read with good phrasing, mostly in clause and sentence units, with adequate attention to expression..
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.
* Pace: Consistently reads at conversational pace, appropriate rate throughout reading.
 | Expectation to read 175 words per minute.* Expression and volume: Vary expression and volume to match his or her interpretation of the passage.
* Phrasing: read with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
* Smoothness: read smoothly with some breaks, but resolve word and structure difficulties quickly, usually through self-correction.
* Pace: Consistently reads at conversational pace, appropriate rate throughout reading.
 |
| Vocabulary(breadth, precision, links etc) | Give and explain the meaning of words in context. | Give and explain the meaning of words in context.Understand synonyms and antonyms. Identify synonyms for words within a text.  | Give and explain the meaning of words in context.Understand synonyms and antonyms. Identify synonyms for words within a text. Use vocabulary to extend the breadth of their knowledge | Give and explain the meaning of words in context.Understand synonyms and antonyms. Identify synonyms for words within a text. Use vocabulary to extend the breadth of their knowledge | Give and explain the meaning of words in context.Understand synonyms and antonyms. Identify synonyms for words within a text. Use vocabulary to extend the breadth of their knowledge. Use word groups to distinguish meaning: word root identification to enable definition clarity. | Give and explain the meaning of words in context.Understand synonyms and antonyms. Identify synonyms for words within a text. Use vocabulary to extend the breadth of their knowledge. Use word groups to distinguish meaning: word root identification to enable definition clarity. |
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| **P**rediction | Predict what might happen from the details stated and implied. Reading Plus 2E: Interaction of ideas | Predict what might happen from the details stated and implied. Thinking about what may have happened before or may happen next.  | Predict what might happen from the details stated and implied. Thinking about what may have happened before or may happen next. | Predict what might happen from the details stated and implied. Thinking about what may have happened before or may happen next. | Predict what might happen from the details stated and implied. Thinking about what may have happened before or may happen next. Making suggestions what the paragraph means. Predicting the plot from the setting or character information. | Predict what might happen from the details stated and implied. Thinking about what may have happened before or may happen next. Making suggestions what the paragraph means. Predicting the plot from the setting or character information. Evidencing predications with points from the text. |
| **E**xplain | Explain how content is related and contributes to the meaning as a whole.  | Explain how content is related and contributes to the meaning as a whole.  | Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language | Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. | Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. | Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. |
| **Retrieval** | Retrieve and record information and identify key details from fiction and non-fiction. | Retrieve and record information and identify key details from fiction and non-fiction. Using information from the text to describe the story.  | Retrieve and record information and identify key details from fiction and non-fiction. Using information from the text to describe the story. Identify the genre, prove it with words/phrases from the text.  | Retrieve and record information and identify key details from fiction and non-fiction. Using information from the text to describe the story. Identify the genre, prove it with words/phrases from the text. Retrieve given facts or information from the text | Retrieve and record information and identify key details from fiction and non-fiction. Using information from the text to describe the story. Identify the genre, prove it with words/phrases from the text. Retrieve given facts or information from the text. Identifying what they have learnt, describe paragraphs, settings, characters using the text. | Retrieve and record information and identify key details from fiction and non-fiction. Using information from the text to describe the story. Identify the genre, prove it with words/phrases from the text. Retrieve given facts or information from the text. Identifying what they have learnt, describe paragraphs, settings, characters using the text. Identify perspectives and emotions. |

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| Year 6 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core textsCycle A | **Skellig-David Almond** | **Skellig-David Almond** | **A Monster Calls** | **A Monster Calls** | **Land of Neverbelieve** | **Land of Neverbelieve** |
| Reading for Pleasure | The Pencil -Allan AhlbergFinding my voice- Aoife DooleyChristmas JokesIt’s a blooming terrible joke book- Raymond BriggsWhen I Grow up- P.K. Hallinan | The Pencil -Allan AhlbergFinding my voice- Aoife DooleyChristmas JokesIt’s a blooming terrible joke book- Raymond BriggsWhen I Grow up- P.K. Hallinan | The CARE and FEEDING of a PET BLACK HOLE- Michelle CuevasThe Legend of Rock, Paper, Scissors- Drew DaywaltFactopia- Follow the trail of 400 facts- Kate HaleTalking Turkeys- Benjamin Zephaniah | The CARE and FEEDING of a PET BLACK HOLE- Michelle CuevasThe Legend of Rock, Paper, Scissors- Drew DaywaltFactopia- Follow the trail of 400 facts- Kate HaleTalking Turkeys- Benjamin Zephaniah | Goodnight Mr Tom – Michelle MagorianFunky Chickens- Benjamin ZephaniahVarmintsMothEvolution | Goodnight Mr Tom – Michelle MagorianFunky Chickens- Benjamin ZephaniahVarmintsMothEvolution |
| Core TextsCycle B | **The Chronicles of Narnia-C.S.Lewis** | **The Chronicles of Narnia-C.S.Lewis** | **Thornhill-Pam Smy** | **Thornhill-Pam Smy** | **What on Earth Happened** | **What on Earth Happened** |
| Reading for pleasure  | The Final Year – Matt FellowPlease Mr Butler – Allan Ahlberg**Stories for boys who dare to be different – Ben Brooks****Goodnight Stories for Rebel Girls** | The Final Year – Matt FellowPlease Mr Butler – Allan Ahlberg**Stories for boys who dare to be different – Ben Brooks****Goodnight Stories for Rebel Girls** | Rose Blanche – Roberto Innocenti**Journeys in Creative Writing****My name is not Refugee****Wonder Goal** | Rose Blanche – Roberto Innocenti**Journeys in Creative Writing****My name is not Refugee****Wonder Goal** | Son of the Circus- A Victorian Story- E.L.NorryThe Planet in a pickle jar- Martin StanevRiddles for KidsPlanet Earth | Son of the Circus- A Victorian Story- E.L.NorryThe Planet in a pickle jar- Martin StanevRiddles for KidsPlanet Earth |
| Word Reading | **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.**Spell words with endings: cious, tious, cial, tial, ant, ance, ancy, ent, ence and ency.The focus in these words is they all have a root word and when a suffix is added it can change the vowel sounds of the root word endings. Able, ible, ably and ibly. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Spell words with suffixes beginning with vowel letters to root words: fer.The r consonant is doubled when the ending fer is stressed in the word.The use of a hyphen in a word can be used to join a prefix to a root word, more commonly when a prefix ends in a vowel letter and the root word begins with one.Words containing ph making a f sound. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Words with the I sound spelt ei after c. The I before e except after c rule applies where the sound spelt by ei is i.Words containing ‘silent’ letters whose presence cannot be predicted from the pronunciation of the word. Letters that are no longer sounded used to be sounded such as: k before the n, mn – m and b silent in some words.5/6 spelling words.Suffixes: tive, sive | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Words containing the letter- string ough.There are a number of different sounds for this.Suffixes: cian, tion, sion.Prefixes-tele, micro, in, irr dis, mis, un | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.**Homophones and words that can be confused.Focus on word definition and appropriate use of these in a sentence.Prefixes: di, deWords with the ch sound in alternative ways. | **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.****Retrieval of taught spellings rules in isolation.****Exposure to more ambitious vocabulary and establishing the definition.** |
| Sight recognition (fluency) | Expectation to read 160 words per minute.* Expression and volume: Begin to use voice to make the text sound natural in some areas but not others. Focus largely on pronouncing the word. Make the text sound like natural language throughout the better part of the passage. Occasionally slip into expressionless reading. Voice volume is appropriate throughout the text. Read with good expression and enthusiasm throughout the text. Vary expression and volume to match his or her interpretation of the passage.
* Phrasing: Frequently reads in two and three-word phrases giving the impression of choppy reading. Begin to use intonation and marks ends of sentences and clauses. Read with a mixture of run-ons, mid-sentence pauses for breath and some choppiness, reasonable stress and intonation. Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
* Smoothness: Experiences several ‘rough spots’ in text where extended pauses or hesitations are more frequent and disruptive. Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures. Generally, read smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
* Pace: Reads moderately slowly. Reads with an uneven mixture of fast and slow pace. Consistently reads at conversational pace, appropriate rate throughout reading.
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 | Expectation to read 185 words per minute.* Expression and volume: Begin to use voice to make the text sound natural in some areas but not others. Focus largely on pronouncing the word. Make the text sound like natural language throughout the better part of the passage. Occasionally slip into expressionless reading. Voice volume is appropriate throughout the text. Read with good expression and enthusiasm throughout the text. Vary expression and volume to match his or her interpretation of the passage.
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| **S**ummarise and sequencing | Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information. | Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information. | Summarise the main ideas from more than one paragraph in 15 words or less. Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information. | Summarise the main ideas from more than one paragraph in 15 words or less. Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information | Summarise the main ideas from more than one paragraph in 15 words or less. Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information | Summarise the main ideas from more than one paragraph in 15 words or less. Orally summarise the main ideas from more than one paragraph in 15 words or less. To order events in sequence from a narrative 1-5. Identifying the first thing in the story. Summarising key parts of the text. Ordering the text use sequential information |