

<b>Reading curriculum</b>	<b>Newstead Primary School</b>	<b>INTENT</b>
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<b>Decoding</b>			
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	<b>EYFS</b> Read simple words and sentences by:	<b>Y1</b> Read phonically decodable texts accurately by:	<b>Y2</b> Read texts closely matched to their phonic knowledge accurately by:
<b>Phoneme/ grapheme correspondence</b>	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes
<b>Whole word reading</b>	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words
<b>Word problem solving</b>	sounding and blending most words.	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · sounding and blending phonically regular words · noticing word endings -s, -es, -ing, -ed, -er, -est, · using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · attempting alternative sounds for graphemes; · deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful -less, -tion using syllable boundaries
<b>Fluency</b>	pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence.  Re-reading familiar text.	looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression  re-reading words, phrases and sentences that required some sounding out on the first read	recognising and knowing how to use punctuation ( . , "" ! ? ) to read longer phrases at a good pace with appropriate expression and intonation  independently re-reading words, phrases, and sentences when the text required some slow decoding

<b>Comprehension</b>			
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	<b>EYSF</b>	<b>Y1</b>	<b>Y2</b>
<b>Discussing and developing a positive attitude to reading</b>	Experience story language and rhyme and use it in play. Talk with an adult about how the text links to their own experiences or to other stories they have heard. Talk with an adult about how the text links to their own experiences or to other stories they have heard. Listen to a range of stories and rhymes. Choose from a wide range of texts	Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher. Discuss with an adult and their peers what the text made them wonder. Listen to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales. Discuss books they have read, with their peers Talk with peers, taking turns and listening to others, about what they like or dislike about a text.	Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher. Discuss with an adult and their peers what the text made them wonder. Listen to and discuss a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales.

	<p>talking about their favourite books and stories.</p> <p>Talk with an adult about their favourite part of a story.</p> <p>Participate in role play of familiar stories.</p> <p>Notice and talk with an adult about interesting words and phrases in text read to them.</p>	<p>Use role play to explore the characters and themes of texts including fairy stories and traditional tales.</p> <p>Identify and discuss some key elements of story language.</p> <p>Talk to adults and their peers about interesting words and phrases in texts read to them.</p> <p>Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.</p>	<p>Discuss books they have read, with their peers and considering why others might want to read them.</p> <p>Participate in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others.</p> <p>Use discussion, role play and other drama techniques to explore themes of texts.</p> <p>Recognise and talk about literary language in stories and poetry and discussing words and phrases that interest them.</p>
<b>Clarifying understanding</b>	<p>Notice when they hear something they don't understand and asking an adult to explain.</p>	<p>Notice when they read a word or phrase they don't understand and asking an adult, or their peers to explain.</p>	<p>Notice when they read a word or phrase they don't understand and asking an adult, or their peers.</p>
<b>Understanding Vocabulary</b>	<p>Discuss unfamiliar vocabulary with an adult.</p>	<p>Identify unfamiliar words and ask about meaning.</p> <p>Begin to infer the meaning of unknown words.</p>	<p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p>
<b>Making Inference</b>	<p>Draw on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.</p>	<p>In a story they have listened to, spot clues about how a character is feeling from what they say and do. Spot clues about events and characters from pictures and simple text they can read independently.</p>	<p>In a book/text they read accurately and fluently, spot clues about events or about how a character is feeling from what they say and do.</p>
<b>Making Predictions</b>		<p>Use clues in a story they have listened to, to work out what might happen next.</p>	<p>Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Explain their ideas.</p>
<b>Explaining</b>	<p>Talking with an adult about what has happened in a story.</p>	<p>Explain the main events in a story. Explain how things are different at the end.</p> <p>Explain the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p> <p>Identify rhyming words in poems.</p> <p>Explore and explain the effect of patterns of language and repeated words and phrases.</p>	<p>Identify and explain how problems develop and get resolved in stories.</p> <p>Identify and explain the organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify, discuss and explain patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p> <p>Explain why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.</p>
<b>Retrieving</b>	<p>Answer 'how' and 'why' questions about their experiences and in response to stories.</p>	<p>Use picture clues to answer retrieval questions about the book.</p>	<p>Begin to Skim and scan for key words</p> <p>In a book/text they read accurately and fluently, answer retrieval questions.</p> <p>Use information from the story to support an opinion.</p>
<b>Sequence</b>		<p>Retell key stories orally using narrative language.</p> <p>Identify the key events in a story.</p>	<p>Begin to put the key events in the correct sequence using text and pictures.</p>
<b>Using the alphabet</b>	<p>Reciting the alphabet and recognise the letters in order.</p>	<p>Know alphabetical order.</p>	<p>Know alphabetical order.</p>

# Reading curriculum

# Newstead Primary School

# INTENT

## Decoding

	<b>Y3</b> Read age appropriate text accurately by:	<b>Y4</b> Read age appropriate text accurately by:	<b>Y5</b> Read age appropriate text by:	<b>Y6</b> Reads a wide range of texts accurately and effortlessly by:
<b>Phoneme/ grapheme correspondence</b>	knowing unusual phoneme/ grapheme correspondences.	noting unusual correspondences between spelling and sounds and where these occur in words.	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar).	paying close attention to the whole word
<b>Whole word reading</b>	reading most words automatically including many Y3/4 further exception words	reading most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes	reading most words automatically including many Y5/6 further exception words	reading most words automatically including all Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes
<b>Word problem solving</b>	knowing how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: - noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, - tion, - sion, -ssion, - cian) - using syllable boundaries using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time.	using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud.	quickly recognising and being able to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able	automatically applying knowledge of morphology, etymology and analogy to read aloud and to understand the meaning of unfamiliar words.
<b>Fluency</b>	independently re-reading text that required some slow decoding or when the text doesn't make sense to them.	re-reading parts of text to improve pace, expression and intonation	reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere

## Comprehension

	Y3	Y4	Y5	Y6
<b>Discussing text and developing a positive attitude to reading</b>	<p>Draw on background knowledge to identify themes in a text.</p> <p>Ask themselves questions as they read. Consider their thinking and explain how they arrived at their assumptions.</p> <p>Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.</p> <p>Read books by authors they have not met before and considering why others might want to read them.</p> <p>Participate in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others.</p> <p>Discuss and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends.</p> <p>Discuss how words and phrases capture the reader's interest and imagination.</p>	<p>Draw on background knowledge to identify themes in more complex texts.</p> <p>Ask themselves questions as they read. Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.</p> <p>Read books by authors they have not met before and recommend these to their peers.</p> <p>Participate in discussions about books, poems and other texts.</p> <p>Recognise, discuss, and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning.</p>	<p>Draw on background knowledge particularly from other texts to identify and relate to themes.</p> <p>Ask questions about ideas and themes as they read.</p> <p>Use information given and implied to identify and explore key ideas and themes.</p> <p>Examine their reasoning and Provide evidence from the text to justify their assumptions.</p> <p>Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Read books from a wide range of genres and authors and discuss with others.</p> <p>Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints.</p> <p>Use information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations.</p> <p>Identify examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices.</p>	<p>Draw on background knowledge particularly from other texts to identify and relate to more complex themes.</p> <p>Ask questions about more complex themes as they read.</p> <p>Use information given and implied to identify and explore key ideas and more complex themes.</p> <p>Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommend books from a wide range of genres and authors and Make links with other texts building on their own and others' ideas</p> <p>Challenge views courteously and provide reasoned justifications for their views.</p> <p>Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts.</p> <p>Use information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.</p>
<b>Clarifying understanding</b>	<p>Notice when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding.</p>	<p>Notice when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding.</p>	<p>Notice when they do not understand an idea or theme in the text and using a range of strategies to support their understanding.</p>	<p>Noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding.</p>

<b>Understanding Vocabulary</b>	Use the context of unfamiliar words to explain their meaning.	Use prior knowledge and the context of unfamiliar words to explain their meaning.	Use meaning-seeking strategies (root words, word classes, synonyms, suffixes, definitions, antonyms etc.) to explore the meaning of words in context.	Use meaning-seeking strategies to explore the meaning of words in context and in figurative language.
<b>Making Inference</b>	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech.	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech. Justify with evidence from the text.	Justify inferences with evidence from the text and wider experience. Make inferences about a mood or atmosphere by identifying the powerful words used by the author. Draw inferences from figurative language such as simile and metaphor.	Make developed inferences from subtle clues using evidence from the text, wider experience, historical context or the author's background.  Explain how the narrator or narrative voice influences the readers' view of the characters
<b>Making Predictions</b>	Update and modify a prediction based on new information.	Make and update predictions and Justify with evidence from the text.	Make and update predictions and Justify with evidence from the text and wider knowledge.	Make predictions from evidence found, and implied information. Explain how the author's voice influences the reader's point of view and frames their understanding about characters and events.
<b>Explaining</b>	Explain how and why characters' feelings, behaviour and relationships change over a text. Explain the function of the features of non-fiction texts. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	Identify and explain dilemmas faced and dealt with by characters in a story. Explain the function of more complex features of non-fiction texts in print and on computer and explain how they help find information effectively. Identify and explain different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. Begin to explain how writers use figurative and expressive language to create images and atmosphere, Discuss the meaning of similes and other comparisons they have read and explain the impact.	Compare and explain how characters react differently to situations and how this is presented by the author. Identify and explain the features of different non-fiction text (including content, structure, vocabulary, style, layout and purpose) Identify and explain the distinctive style of poems by significant poets. Explain the purpose and impact of figurative language (metaphors and similes) and idiomatic words and phrases used in a text. Explain how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	In non-fiction texts distinguish between explicit and implicit points of view and discuss/explain how the sense of the writer can develop over a text.  Explain the techniques a poet uses to expresses moods, feelings and attitudes.  Explain metaphors, similes and embedded metaphors. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
<b>Retrieving</b>	Skim read the opening sentence of each paragraph to get an overview of a page or a section of text. Scan texts to locate specific information to answer a question.	Skim read a longer piece of text to get an overview of it. Scan for keywords, phrases and headings. Annotate to support retrieval of information (notes in the margin, highlighting, text marking).	Skim and scan using techniques such as text marking, contents and indexes.	Use the skill of skimming and scanning and techniques taught to locate information from different points in the text.

<b>Summarise and sequence</b>	<p>Identify/highlight key points in a sentence or section of text by deciding which information is important and which is unimportant.</p> <p>Annotate to summarise the main points in a sentence.</p> <p>Begin to underline text to help with sequencing events.</p>	<p>Annotate to summarise the main points in a paragraph.</p> <p>Sequence events in longer, age appropriate texts.</p>	<p>Annotate to summarise key information in more than one paragraph.</p> <p>Sequence events in longer, age appropriate texts.</p>	<p>Annotate to summarise a complete short text or substantial section of text.</p> <p>Sequence events in longer, age appropriate texts.</p>
<b>Using the dictionary</b>	<p>know how to use the quertiles of the dictionary to locate and find out the meaning of unfamiliar words they have read.</p>	<p>Use the third and fourth place to locate words quickly in a dictionary to check the meaning of words that they have read.</p>	<p>Use a dictionary to check a suggested meaning and consider which definition is the most relevant to the context.</p>	<p>Use dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions.</p>

# Reading Framework

# Newstead Primary School

# Implementation

	EYFS	KS1	KS2
<b>Pedagogical approach and strategies</b>	Language rich texts Shared reading Daily Phonics Story sacks Exposure to books Role-play Shared reading Use of decodable books Collect and discuss and build on new vocabulary (Power of Words) Modelled and whole class reading Practise reading groups 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Key Word (high frequency/tricky/common exception words) Intervention for those who fall behind	Language rich texts Daily phonics teaching Whole school Long term plan for reading comprehension (Fisher Family Trust) Reading Resources Bank (resources to support the teaching of reading comprehension skills produced by English Lead) Whole class guided reading sessions Shared reading Use of decodable books Collect and discuss and build on new vocabulary (Power of Words) Modelled and whole class reading Practise reading groups 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Key Word (high frequency/tricky/common exception words) Intervention for those who fall behind	Language rich texts Whole school Long term plan for reading comprehension (Fisher Family Trust) Reading Resources Bank (resources to support the teaching of reading comprehension skills produced by English Lead) Whole class guided reading sessions Shared reading Collect and discuss and build on new vocabulary (Power of Words) Modelled and whole class reading 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Key Word (high frequency/tricky/common exception words) Intervention for those who fall behind
<b>Phonics</b>  (See separate implement document for phonics)	Discrete phonics teaching (Letters and Sounds) Taught in phases daily Children are streamed due to double cohorts and staffing F1 - Phase 1 Phase 2 and 3 are taught to all pupils in Willow class (F2 and LA Y1) from September. Children are assessed at the end of the Spring Term to identify those falling behind. The class is then split into two groups to provide intervention for those who need it.	Discrete phonics teaching (Letters and Sounds) Taught in phases daily Children are streamed due to double cohorts and staffing Y1 children are taught phase 5 Children are assessed half-termly and phonics booster sessions are put in place for those who need them. Y2 Take part in Babcock Spelling sessions (Phase 6) and those who did not pass the phonics check receive phonics booster sessions.	Y3 children who did not pass the retest of the phonic check receive phonics booster sessions using Rapid Phonics. For those children who have a specific issue a different approach is used e.g. whole word reading.

<b>Timetabling</b>	Phonics 9.00- 9.20 11.30 F1 Storytime /F2 1:1 Reading in groups	Phonics10.35-11 Shared/modelled reading takes place during English lessons. Whole class guided reading takes place once a week. 11. 11.30 LA Y1 (Willow) Daily 1:1 reading in groups 1.15-1.45 Y1/2 (Elm) Daily 1:1 reading in small groups Interventions timetabled throughout the week Sneaky reading Story time at the end of the day.	English lesson -11-12.15 1:1 readers and interventions timetabled throughout the week Sneaky Reading Storytime at the end of the day.
<b>Reading across the curriculum</b>	Topic led and Child-led	Curriculum is book led Non-fiction books linked to topic used in class Reading in maths Writing comes from reading Sneaky reads	Curriculum is book led Non-fiction books linked to topic used in class Reading in maths Writing comes from reading Sneaky reads
<b>Texts</b>	Stories and nursery rhymes. Big books Library books Reading scheme 100 books	Vocabulary rich texts linked to Focus Curriculum and supplemented with high quality texts Big books Library books Reading scheme 100 books	Vocabulary rich texts linked to Focus Curriculum and supplemented with high quality texts Library books Reading scheme 100 books
<b>Language used for book talk</b>	Simple who, what, why, where, when questions. Did you like the story? Why? What would you do?	Different types of questions used based on Blooms Taxonomy Reading VIPERS used (Vocabulary, infer, predict, explain, retrieve, summarise and sequence)	Different types of questions used based on Blooms Taxonomy Reading VIPERS used (Vocabulary, infer, predict, explain, retrieve, summarise and sequence) 'What does this suggest?' 'What impression do you get...?'
<b>Expectations for recording children's work</b>	F1 –None F2 - Comprehension work is recorded weekly in the English Skills book	Comprehension work is recorded weekly in the English Skills book	Comprehension work is recorded weekly in the English Skills book
<b>Environment</b>	Book of the week displayed	Speed sound chart on display	Speed sound chart on display

	<p>Pictures from the story  Reading area  Speed sound chart on display  Stuck strategies on display  Common exception word mats  New and existing vocabulary displayed  English working wall – book of the week  Library</p>	<p>Stuck strategies on display  Common exception words on display and on mats  New and existing vocabulary displayed  English working wall – book of the week  Comprehension skills displayed (VIPERS)  Reading area in each class  100 books display  Reading books on tables  Library</p>	<p>Stuck strategies on display  Common exception words  New and existing vocabulary displayed  English learning wall – book of the week  Comprehension skills displayed (VIPERS)  Reading area in each class  100 books display  Reading books on tables  Library</p>
<b>EAL Provision</b>	EAL training completed. Resources available on request.	EAL training completed. Resources available on request.	EAL training completed. Resources available on request.
<b>Interventions inc SEND provision</b>	<p>Early talk Boost  Listening groups  SEND IEP books</p>	<p>Better reading partners  Fluency booster  Phonics Booster sessions  Flashcard intervention  1:1 reading  SEND IEP books</p>	<p>Fluency intervention  Inference training  1:1 readers  Phonics intervention  Toe by Toe  SEND IEP books</p>
<b>Reading community in and out of school</b>	<p>Book bus  Book themed days  Author visits</p>	<p>Book Club  Library open after school  Breakfast and a book events  Book bus  Book themed days  Extreme reading  3pm Parents invited to read with their children</p>	<p>Book Club  Library open after school  Breakfast and a book events  Book bus  Book themed days  Extreme Reading</p>

# Reading Framework

# Newstead Primary School

# IMPACT

	EYFS	KS1	KS2
<b>Assessment</b>	Phonics phase analysis sheet (letter sounds/names and Phonemes/GPC's) Individual tracking sheet Half termly phonics screening Half termly phonics phase/book band tracker Reading videos Common Exception Words	Phonics phase analysis sheet (letter sounds/names and Phonemes/GPC's) Half termly phonics screening Half termly phonics phase/book band tracker York Reading assessments Reading videos Y2 SATs Scholarpack assessments English Book (formative assessment sheet) Common Exception Words	Book bands York Reading assessments Reading videos Rising stars assessment Y6 SATs Scholarpack assessments English Book (formative assessment sheet) Common Exception Words Rising Stars termly reading comprehension assessment
<b>Experience of children, parents and staff</b>	Questionnaires Wish list for books Parent questionnaires (Breakfast and a Book events)	Questionnaires Wish list for books Parent questionnaires (Breakfast and a Book events)	Questionnaires Wish list for books Parent questionnaires (Breakfast and a Book events)
<b>Monitoring</b>	Learning walks Observations Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting

## Reading Comprehension Long Term Planning

Wk.	Autumn 1	Date	Autumn 2	Date	Spring 1	Date	Spring 2	Date	Summer 1	Date
1	<b>V-</b> Retrieve/ infer the meaning of unfamiliar words		<b>S-</b> Sequence and summarise		<b>R -</b> Retrieve and record		<b>E –</b> Explain author’s choice of vocabulary		<b>E-</b> Explain an opinion/compare, contrast and comment on a text	
2	<b>I-</b> Infer from what characters say and do		<b>V-</b> Retrieve/ infer the meaning of unfamiliar words		<b>S-</b> Sequence and summarise		<b>R -</b> Retrieve and record		<b>E –</b> Explain author’s choice of vocabulary	
3	<b>P-</b> Predict		<b>I-</b> Infer from what characters say and do		<b>V-</b> Retrieve/ infer the meaning of unfamiliar words		<b>S-</b> Sequence and summarise		<b>R -</b> Retrieve and record	
4	<b>E-</b> Explain an opinion/compare, contrast and comment on a text		<b>P-</b> Predict		<b>I-</b> Infer from what characters say and do		<b>V-</b> Retrieve/ infer the meaning of unfamiliar words		<b>S-</b> Sequence and summarise	
5	<b>E –</b> Explain author’s choice of vocabulary		<b>E-</b> Explain an opinion/compare, contrast and comment on a text		<b>P-</b> Predict		<b>I-</b> Infer from what characters say and do		<b>V-</b> Retrieve/ infer the meaning of unfamiliar words	
6	<b>R -</b> Retrieve and record		<b>E –</b> Explain author’s choice of vocabulary		<b>E-</b> Explain an opinion/compare, contrast and comment on a text		<b>P-</b> Predict		<b>I-</b> Infer from what characters say and do	

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
R/Y1	<p><b><u>Text</u></b> Little Red Hen</p> <p><b><u>Focus</u></b> -dialogue <b>Oral retelling and writing labels</b></p> <p><b><u>Oral outcome</u></b> Retell whole story using key opening and endings</p> <p><b><u>Rec-writing outcome</u></b> To tell an adult what I have drawn – give meaning to my marks as I write</p> <p><b><u>Yr1 Writing outcome</u></b> To write simple sentences</p>	<p><b><u>Focus-</u></b> keeping healthy  Instructions</p> <p><b><u>Writing outcome</u></b> How to stay healthy</p>	<p><b><u>Text</u></b> Three Billy Goat Gruffs</p> <p><b><u>Focus</u></b> -suspense <b>Writing captions and short sentences using sequential language</b></p> <p><b><u>Oral outcome</u></b> Retell whole story using dialogue</p> <p><b><u>Rec-writing outcome</u></b> To write captions and labels <b><u>Writing outcome</u></b> To use adjectives to describe</p>	<p><b><u>Focus</u></b> -seasonal change  Information</p> <p><b><u>Writing outcome</u></b> Facts about seasons</p>	<p><b><u>Text</u></b> Jack and the Beanstalk</p> <p><b><u>Focus</u></b> -characterization <b>Retelling the story using full sentences and simple character substitution</b></p> <p><b><u>Oral outcome</u></b> Retell whole story using adjectives to describe setting</p> <p><b><u>Rec- writing Outcomes</u></b> To write simple phrases and sentences <b><u>Yr1 Writing outcome</u></b> To write short narrative</p>	<p><b><u>Focus</u></b> -Plants &amp; Trees Instructions</p> <p><b><u>Writing outcome</u></b> How to plan a beanstalk.</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Nursery Rhymes – Baa Baa Black sheep/ Old MacDonald/ Wheels on the bus/ Itsy Bitsy Spider/ Mary had a little lamb		I am as mad as a storm by Aurelie Biehler (Simile)		Mother Goose Nursery Rhyme (onomatopoeia)	

**Wider reading**

Naughty Bus by Jan & Jerry Oke  
Meg & Mog by Helen Nicoll  
The going to bed book by Sandra Boynton  
Goodnight Gorilla by Peggy Rathmann  
Pumpkin Soup by Helen Cooper  
My Grandpa by Marta Altes  
If I take a Pencil by Fulvio Testa  
The Rabbit Belongs to Emily Brown by Cressida  
Cowell  
I Love You Blue Kangaroo by Emma Chichester  
Titch by Pat Hutchins  
The Jolly Christmas Postman by Janet and Allan  
Ahlberg

**Wider reading**

Lost & Found by Oliver Jeffers  
Tiddler by Julia Donaldson  
Elmer & the Rainbow by David McKee  
Once Upon an Alphabet by Oliver Jeffers  
Snowy Day by Ezra Jack Keats  
Curious George Makes Pancakes by H. Rey  
Suddenly by Colin McNaughton  
Spinerella by Julia Donaldson  
The Wind Blew by Pat Hutchins  
The Usborne Easter Story

**Wider reading**

Poetry by Micheal Rosen  
I will not ever never eat a tomato by Lauren Child  
The Story of Babar by Jean De Brunhoff  
The Elephant and the Bad Baby by Elfrida Vipont  
Diary of a Wombat by Jackie French  
Monkey & Me by Emily Gravett  
Hippos Go Berserk by Sandra Boynton  
Daddy Lion's Tea Party by Mark Sperring  
Lion and the Mouse by Jerry Pinkney  
Alligator Pie by Dennis Lee  
Dear Zoo by Rod Campbell

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b>Text</b> Rama &amp; Sita</p> <p><b>Focus</b> -opening &amp; ending <b>Writing labels and short caption</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec-writing outcome</b> To give meaning to my marks as I write</p> <p><b>Yr1 Writing outcome</b> To write simple sentences</p>	<p><b>Focus</b> - celebrations</p> <p>Invitation/ Letter to Santa</p> <p><b>Writing outcome</b></p>	<p><b>Text</b> The Magic Porridge Pot</p> <p><b>Focus</b> -setting <b>Retelling the story using substitution for phrases and characters</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec-writing outcome</b> To write phrases with words</p> <p><b>Yr1 Writing outcome</b> To use adjectives to describe</p>	<p><b>Focus</b> -capital city instruction</p> <p><b>Writing outcome</b> How to make Tea for the Queen!</p>	<p><b>Text</b> The Enormous Turnip</p> <p><b>Focus</b> - Action <b>Writing captions and short sentences including opener, sequential language and ending</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec- writing Outcomes</b> To write short sentences that can be read by others</p> <p><b>Yr1 Writing outcome</b> To write short narrative</p>	<p><b>Focus</b> -Jungle</p> <p>Recount – personal experience</p> <p><b>Writing outcome</b></p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Seasons by Jo Peters (works book pg150) Acrostic		Nursery Rhymes – Londons Burning/ Pussy Cat Pussy cat/ The lion and the unicorn/ London Bridge - set in London – Shape poem of a London Landmark		She sells sea shells on the sea shore Peter Piper picked a pack of pickled peppers (Alliteration)	
	<p><b>Wider Reading</b> Naughty Bus by Jan &amp; Jerry Oke Meg &amp; Mog by Helen Nicoll The going to bed book by Sandra Boynton</p>		<p><b>Wider reading</b> Lost &amp; Found by Oliver Jeffers Tiddler by Julia Donaldson Elmer &amp; the Rainbow by David McKee</p>		<p><b>Wider reading</b> Poetry by Micheal Rosen I will not ever never eat a tomato by Lauren Child The Story of Babar by Jean De Brunhoff</p>	

	<p>Goodnight Gorilla by Peggy Rathmann  Pumpkin Soup by Helen Cooper  My Grandpa by Marta Altes  If I take a Pencil by Fulvio Testa  The Rabbit Belongs to Emily Brown by Cressida Cowell  I Love You Blue Kangaroo by Emma Chichester  Titch by Pat Hutchins  The Jolly Christmas Postman by Janet and Allan Ahlberg</p>	<p>Once Upon an Alphabet by Oliver Jeffers  Snowy Day by Ezra Jack Keats  Curious George Makes Pancakes by H. Rey  Suddenly by Colin McNaughton  Spinerella by Julia Donaldson  The Wind Blew by Pat Hutchins  The Usborne Easter Story</p>	<p>The Elephant and the Bad Baby by Elfrida Vipont  Diary of a Wombat by Jackie French  Monkey &amp; Me by Emily Gravett  Hippos Go Berserk by Sandra Boynton  Daddy Lion's Tea Party by Mark Sperring  Lion and the Mouse by Jerry Pinkney  Alligator Pie by Dennis Lee  Dear Zoo by Rod Campbell</p>
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English Curriculum		Newstead Primary School English Cycle B				IMPLEMENTATION	
		Autumn 1		Spring 1		Summer 1	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
R/Y1	<p><b>Text</b> Owl babies</p> <p><b>Focus</b> -dialogue <b>Oral retelling and writing labels</b></p> <p><b>Oral outcome</b> Retell whole story using dialogue</p> <p><b>Rec-writing outcome</b> To give meaning to my marks as I write</p> <p><b>Yr1 Writing outcome</b></p>	<p><b>Focus</b> - (geograpy) Recount</p> <p><b>Writing outcome</b> Recount of a local walk</p>	<p><b>Text</b> Little red riding hood</p> <p><b>Focus</b> -suspense <b>Writing captions and short sentences using sequential language</b></p> <p><b>Oral outcome</b> Retell whole story</p> <p><b>Rec-writing outcome</b> To write phrases with words</p>	<p><b>Focus</b> (materials) Report</p> <p><b>Writing outcome</b> Simple sentences about materials</p>	<p><b>Text</b> Handa's surprise</p> <p><b>Focus</b> - characterisation <b>Retelling the story using full sentences and simple character substitution</b></p> <p><b>Oral outcome</b> Retell whole story using adjectives</p>	<p><b>Focus</b> (geography) Information</p> <p><b>Writing outcome</b> Simple facts about Africa</p>	

	To write simple sentences		<b><u>Yr1 Writing outcome</u></b> To use adjectives to describe		<b><u>Rec- writing Outcomes</u></b> To write simple phrases and sentences <b><u>Yr1 Writing outcome</u></b> To write short narrative	
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Nursery Rhymes – Humpty Dumpty/ Hickory Dickory/ Jack and Jill/ Row Row Row your boat		Divali by Debjani Chatterjee (The works pg 149) (Acrostic Poem)		Hand on the bridge by Micheal Rosen (Action Poem- performance)	
	<b><u>Wider reading</u></b> Hoot Owl by Sean Tayloe Stellaluna by Janell Cannon I want my Potty by Tony Ross Goodnight Moon by Margaret Brown Room on a Broom by Julia Donaldson Whatever Next by Jill Murphy Snowman by Raymond Briggs Peace at Last by Jill Murphy Zog by Julia Donaldson Little Owls Night by Divya Srinivasan		<b><u>Wider reading</u></b> Journey by Aaron Becker Princess Smartypants by Babette Cole Run Away Wok by Ying Chang Compestine Mr Wolf's Pancakes by Jan Fearnley Burglar Bill by Allan Ahlberg Guess how much I love you by Sam McBratney The 3 Robbers by Tom Ungerer Dig Dig Digging by Margaret Mayo Harold and the Purple Crayon by Crockett Johnson The Easter Story by Zondervan		<b><u>Wider reading</u></b> Michael Rosen Poetry Peck a Boo Who by Nina Laden Click Clack Moo – Cows that type by Doreen Cronin Aliens love underpants by Claire Freedman Sheep in a Jeep by Nancy Shaw What the ladybird heard by Julia Donaldson How many legs? By Kes Gray Moo Baa La La by Sandra Boynton You Choose by Pippa Goodhart	
	<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>

	<p><b>Text</b> The Gingerbread man</p> <p><b>Focus</b> -opening &amp; ending <b>Writing labels and short caption</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec-writing outcome</b> To give meaning to my marks as I write <b>Yr1 Writing outcome</b> To write simple sentences</p>	<p><b>Focus</b> (geography) Facts about local area</p> <p><b>Writing outcome</b> Why are the leaves on the ground? -write an explanation</p>	<p><b>Text</b> Three little pigs (simple rhyme by Marian Swinger - the Works Pg 59)</p> <p><b>Focus</b> -setting <b>Retelling the story using substitution for phrases and characters</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec-writing outcome</b> To write phrases with words <b>Yr1 writing outcome</b> To use adjectives to describe</p>	<p><b>Focus</b> (D&amp;T) Instruction</p> <p><b>Writing outcome</b> How to make a toy car.</p>	<p><b>Text</b> Mr Grumpy's Outing</p> <p><b>Focus</b> -action <b>Writing captions and short sentences including opener, sequential language and ending</b></p> <p><b>Oral outcome-</b> To retell the story</p> <p><b>Rec- writing Outcomes</b> To write short sentences that can be read by others</p> <p><b>Yr1 Writing outcome</b> To write short narrative</p>	<p><b>Focus</b> (Habitats) Recount</p> <p><b>Writing outcome</b> Recount our visit to the farm.</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Christmas Acrostic (Twinkl Resource)		Star so bright by Jennifer Betts Lunchtime by Micheal Rosen (Emergency vehicles- Shape Poems)		Going on a bear hunt by Micheal Rosen Moo Baa La La by Sandra Click Clack Moo – Cows that type by Doreen Cronin Boynton (Onomatopoeia)	
	<b>Wider Reading</b> Hoot Owl by Sean Tayloe Stellaluna by Janell Cannon I want my Potty by Tony Ross		<b>Wider reading</b> Journey by Aaron Becker Princess Smartypants by Babette Cole Run Away Wok by Ying Chang Compestine		<b>Wider reading</b> Michael Rosen Poetry Peck a Boo Who by Nina Laden Aliens love underpants by Claire Freedman	

	<p>Goodnight Moon by Margaret Brown Room on a Broom by Julia Donaldson Whatever Next by Jill Murphy Snowman by Raymond Briggs Peace at Last by Jill Murphy Zog by Julia Donaldson Little Owls Night by Divya Srinivasan</p>	<p>Mr Wolf's Pancakes by Jan Fearnley Burglar Bill by Allan Ahlberg Guess how much I love you by Sam McBratney The 3 Robbers by Tom Ungerer Dig Dig Digging by Margaret Mayo Harold and the Purple Crayon by Crockett Johnson The Easter Story by Zondervan</p>	<p>Sheep in a Jeep by Nancy Shaw What the ladybird heard by Julia Donaldson How many legs? By Kes Gray  You Choose by Pippa Goodhart</p>
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	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<b>Year 1/2</b>	<p><b>Text</b> Mary and the Great Fire of London by Sue Graves</p> <p><b>Focus</b> Characterisation</p> <p><b>Writing outcome</b> Write own disaster story</p>	<p><b>Focus</b> Instructions – Recipe '17<sup>th</sup> Century Bread recipe' <a href="https://www.twinkl.co.uk/resource/t-h-92-the-great-fire-of-london-bread-recipe">https://www.twinkl.co.uk/resource/t-h-92-the-great-fire-of-london-bread-recipe</a></p> <p><b>Writing outcome</b> Write own recipe for baking bread.</p>	<p><b>Text</b> Lost and Found by Oliver Jeffers</p> <p><b>Focus</b> Setting</p> <p><b>Writing outcome</b> Write own story set in a cold place</p>	<p><b>Focus</b> Non-Chronological reports Penguins E. Bone</p> <p><b>Writing outcome</b> Non-chronological report: Penguins</p>	<p><b>Text</b> The Tiger who came to Tea by Judith Kerr</p> <p><b>Focus</b> Openings and endings</p> <p><b>Writing outcome</b> Write own story about an animal who came to visit.</p>
<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
<p>A Tiny Burning Flame <a href="https://www.twinkl.co.uk/resource/a-tiny-burning-flame-great-fire-of-london-poem-and-resource-pack-t-or-1267">https://www.twinkl.co.uk/resource/a-tiny-burning-flame-great-fire-of-london-poem-and-resource-pack-t-or-1267</a></p>		<p>Simile poem – Spring Snow by John Foster</p>		<p>Tiger Shape poem – A concrete cat by Gemma Lovewell (Harder) <a href="https://nzpoetrybox.wordpress.com/tag/cat-poems/">https://nzpoetrybox.wordpress.com/tag/cat-poems/</a> (Easier)</p>		
<p><b>Wider reading</b> Who was Sammuel Pepys? P. Harrison The Great Fire of London by I. Gogerly Narrative Poem The Great Fire of London by P. Perro</p>		<p><b>Wider reading</b> Penguins E. Bone The Emperor's Egg by M. Jenkins Fact books about Polar regions</p>		<p><b>Wider reading</b> Usbourne Beginners: Tigers by J. Francis Bog Baby by J. Willis Animal poems Animal Non-Fiction books</p>		

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b>Text</b> Old Bear by Jane Hissey</p> <p><b>Focus</b> Describing action</p> <p><b>Writing outcome</b> Write own rescue story</p>	<p><b>Focus</b> Instructions – I am not a cereal box – The recycling Project book by Sara Stanford</p> <p><b>Writing outcome</b> Instructions -How to make a toy</p>	<p><b>Text</b> Meerkat Mail by Emily Gravett</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome</b> Write own wishing story</p>	<p><b>Focus</b> Letter/postcard Dear Teacher by Amy Husband</p> <p><b>Writing outcome</b> Write holiday postcard from a hot place</p>	<p><b>Text</b> Little Red riding Hood</p> <p><b>Focus</b> suspense/scariness</p> <p><b>Writing outcome</b> Write own fairy tale</p>	<p><b>Focus</b> Non-Chronological report Trees to Spot by Sam Smith</p> <p><b>Writing outcome</b> Trees in the woods</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	<p><b>Text</b> Christmas Acrostic - <a href="https://www.tes.com/teaching-resource/acrostic-christmas-poem-writing-frames-12433709">https://www.tes.com/teaching-resource/acrostic-christmas-poem-writing-frames-12433709</a></p>		<p><b>Text</b> Rhyming poem to perform- 5 Little Meerkats <a href="https://www.teachific.com.au/view/215/poems-five-little-meerkats-k-3">https://www.teachific.com.au/view/215/poems-five-little-meerkats-k-3</a></p>		<p><b>Text</b> Shape poem – trees/plant 'I am a tree' <a href="https://www.twinkl.co.uk/resource/t-l-690-shape-poetry">https://www.twinkl.co.uk/resource/t-l-690-shape-poetry</a></p>	
	<p><b>Wider Reading</b> Traction Man by Mini Grey Toy Story video clip Dogger by Shirley Hughes Toys and Games by S.Hewitt Grandpa by J,Burningham Major Glad Major Dizzy by J. Oke Nativity Story</p>		<p><b>Wider reading</b> Meerkat Mail by E. Gravett Fact books about deserts Video 'Catch It' ESMA 2015 Fact Books: Seasons and weather Enid Blyton Springtime Stories Rabbit's Spring Adventure A. Loughrey &amp; D. Howarth Spring story (Bramley Hedge) by J. Barklem Spring Poems</p>		<p><b>Wider reading</b> The Enormous Turnip Non-Fiction books: Plants and trees I am the seed that grew the Tree (Poetry) by F.Waters and F.Preston-Gannon i-Spy Trees: What can you Spot? The Lost words by F. Mcfarlane and J. Morris</p>	

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<b>Year 1/2</b>	<p><b>Text</b> Daisy Saves the Day by Shirley Hughes</p> <p><b>Focus</b> Characterisation</p> <p><b>Writing outcome</b> Write own story where a character saves the day.</p>	<p><b>Focus</b> Recount Example: <a href="https://www.tes.com/teaching-resource/recount-example-6332297">https://www.tes.com/teaching-resource/recount-example-6332297</a></p> <p><b>Writing outcome</b> Write about a visit to the coal mine</p>	<p><b>Text</b> Welcome Home Bear by Il Sung Na</p> <p><b>Focus</b> Description</p> <p><b>Writing outcome</b> Write a story about an animal finding their home.</p>	<p><b>Focus</b> Non-chronological Report Tadpoles and Frogs by Anna Milbourne</p> <p><b>Writing outcome</b> Write about a frog habitat</p>	<p><b>Text</b> Lila and the Secret of Rain by David Conway</p> <p><b>Focus</b> setting</p> <p><b>Writing outcome</b> Write own story set in an African village.</p>
<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
<p>Simile poem – Victorian life 'In the Bleak Mid Winter' By Christina Rosetti (First verse only)</p>		<p>Rhyming poem – Frog <a href="https://www.pinterest.co.uk/pin/520658406917207201/">https://www.pinterest.co.uk/pin/520658406917207201/</a></p>		<p>Acrostic Poem – Africa <a href="https://www.slideserve.com/haroun/africa-acrostic-poem">https://www.slideserve.com/haroun/africa-acrostic-poem</a></p>		
<p><b>Wider reading</b> You wouldn't want to be a Victorian Coal miner! J. Malam &amp; D. Antram</p>		<p><b>Wider reading</b> Tyrannosaurus drip By J. Donaldson and D. Roberts Wild by Emily Hughes The Three Little Pigs/ The Three Little Wolves Above and Below P.Hegarty (Habitats) Traction Man is Here M. Grey The Three Billy goats Gruff</p>		<p><b>Wider reading</b> The Way Back Home by Oliver Jeffers The Hunter by P. Geraghty Kenya (Non-Fiction books)</p>		

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b>Text</b> A Christmas Carol by Charles Dickens Usbourne readers</p> <p><b>Focus</b> suspense</p> <p><b>Writing outcome</b> Write own ghost story</p>	<p><b>Focus</b> Report Christmas Around the World by Anna Claybourne</p> <p><b>Writing outcome</b> Report- Christmas traditions</p>	<p><b>Text</b> Jack and the Beanstalk by Susanna Davidson</p> <p><b>Focus</b> Action</p> <p><b>Writing outcome</b> Write own fairy tale</p>	<p><b>Focus</b> Explanation 'A Seed in Need' a first look at the plant life cycle by Sam Godwin</p> <p><b>Writing outcome</b> How do plants grow?</p>	<p><b>Text:</b> The Lighthouse keeper's Lunch</p> <p><b>Focus</b> Openings and endings</p> <p><b>Writing outcome</b> Write own story about a food thief</p>	<p><b>Focus</b> Recipe The Usbourne First Cook book by Angela Wilkes</p> <p><b>Writing outcome</b> How to make a sandwich</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Shape poem – Christmas tree <a href="https://www.ianbland.com/write-a-christmas-shape-poem/">https://www.ianbland.com/write-a-christmas-shape-poem/</a>		Performance poetry Jack and the Beanstalk by Laura Purdie Salas		Simile poem Seagull poem: <a href="https://rm1arrowtown2014.blogspot.com/2014/06/the-seagull.html">https://rm1arrowtown2014.blogspot.com/2014/06/the-seagull.html</a>	
	<p><b>Wider Reading</b> Usborne Illustrated Stories from Dickens – Oliver Twist</p>		<p><b>Wider reading</b> The Little Gardener E. Hughes Plants: Amazing Science S. Hewitt Katie and the Sunflowers J. Mayhew</p>		<p><b>Wider reading</b> First Book of the Sea by N. Davis and E. Sutton The Shell Spell R. Hunt The Secret of Black Rock By J. Stanton</p>	

		Autumn 1		Spring 1		Summer 1	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Year 3/4</b>	<b>Text</b> Escape to Pompeii By Christina Balit	<b>Focus</b> Variety of non-fiction books about Romans.	<b>Text</b> Alice in Wonderland	<b>Focus</b> Persuasive	<b>Text</b> Wind in the Willows – Kenneth Williams.	<b>Focus</b> How to help a hedgehog and protect a polar bear- Jess French and Angela Keoghan	
	<b>Focus</b> Action	<b>Writing outcome</b> Non – chronological report about the Romans	<b>Focus</b> Openings	<b>Writing outcome</b> Why you would want to live in Nottingham.	<b>Focus</b> Characterisation	<b>Writing outcome</b> Persuasive report	
	<b>Writing outcome</b> Write a disaster story		<b>Writing outcome</b> Write a descriptive setting opening story		<b>Writing outcome</b> Write a story character description		
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
I am a Roman Soldier - Josiah Wedgewood <a href="https://www.poemhunter.com/poem/i-am-a-roman-soldier/">https://www.poemhunter.com/poem/i-am-a-roman-soldier/</a>		Ning Nang Nong by Spike Milligan <a href="https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/">https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/</a> Nonsense poem		The River by Valerie Bloom Poems Around the World 3 Rhyming Verse Poem			
<b>Wider reading</b> The Orchard book of Roman Myths – Geraldine McCaughrean and Emma Chichester Clark Defenders By Tom Palmer Poetry - Bush Fire by Jacky Kay Non-fiction books about the Romans		<b>Wider reading</b> Poetry-The Mouses Tail by Lewis Carroll Non-fiction books about 100 years ago		<b>Wider reading</b> Non-fiction books about animals Environmental issues			

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> The Incredible Book Eating Boy by Oliver Jeffers</p> <p><b><u>Focus</u></b> Characterisation</p> <p><b><u>Writing outcome</u></b> Write own story with dialogue</p>	<p><b><u>Focus</u></b> Chickpea dip</p> <p><b><u>Writing outcome</u></b> Instructions</p>	<p><b><u>Text</u></b> Narnia – The Lion the Witch and the wardrobe.</p> <p><b><u>Focus</u></b> Opening</p> <p><b><u>Writing outcome</u></b> Write an opening of the story</p>	<p><b><u>Focus</u></b> Explanation</p> <p><b><u>Writing outcome</u></b> Of how we hear sound</p>	<p><b><u>Text</u></b> The promise by Nicola Davies</p> <p><b><u>Focus</u></b> Descriptive setting</p> <p><b><u>Writing outcome</u></b> Descriptive setting story</p>	<p><b><u>Focus</u></b> Field study to Newstead Abbey / water cycle</p> <p><b><u>Writing outcome</u></b> Explanation</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	<p>Christmas – Shape poem by Ian Bland <a href="https://www.ianbland.com/write-a-christmas-shape-poem/">https://www.ianbland.com/write-a-christmas-shape-poem/</a></p>		<p>Edward Lear – The Owl and the Pussycat Twinkl resources Nonsense poem</p>		<p>The Panther by Rainer Maria Rilke Poems Around the World 3 Rhyming Verse Poem</p>	
	<p><b><u>Wider Reading</u></b> What the Romans did for us Non-fiction books about the digestive system and teeth</p>		<p><b><u>Wider reading</u></b> Victorians – Ann Kramer</p>		<p><b><u>Wider reading</u></b> The Water Cycle Non-fiction books about plants and living things.</p>	

# English Curriculum

# Newstead Primary School English Cycle B

# IMPLEMENTATION

		Autumn 1		Spring 1		Summer 1	
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Year 3/4</b>	<p><b>Text</b> Greek Myths by Marcia Williams - Theseus and the Minotaur</p> <p><b>Focus</b> Suspense</p> <p><b>Writing outcome</b> Write a suspense story</p>	<p><b>Focus</b> Greece fact file</p> <p><b>Writing outcome</b> Greece brochure</p>	<p><b>Text</b> Stone Age Boy Satoshi Kitamura</p> <p><b>Focus</b> dialogue</p> <p><b>Writing outcome</b> Write a dialogue between characters within the story.</p>	<p><b>Focus</b> How to make a stone age fire</p> <p><b>Writing outcome</b> Instructions how to make a fire</p>	<p><b>Text</b> The Flower by John Light</p> <p><b>Focus</b> Description writing</p> <p><b>Writing outcome</b> Story with description of setting</p>	<p><b>Focus</b> Instructions</p> <p><b>Writing outcome</b> Instructions on how to plant a seed</p>	
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
	Medusa and her sisters by Rachel M Nicholas Falling out of the sky rhyming poems about myths and monsters		I was born in the stone age – Michael Rosen Historical free verse poem <a href="http://michaelrosenblog.blogspot.com/2016/03/poem-i-was-born-in-stone-age.html">http://michaelrosenblog.blogspot.com/2016/03/poem-i-was-born-in-stone-age.html</a>		What is pink by Christina Rossetti The works Read me Rhyming couplets		
	<b>Wider reading</b> Non-fiction books about Ancient Greece. Non-fiction books about Greece Selection of brochures and leaflets		<b>Wider reading</b> The first Drawing Non-fiction books about The Stone Age. The Woolly Mammoth		<b>Wider reading</b> A Child's Garden by Michael Foreman The Night Gardener Non-fiction books about flowers.		

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> The Orchard book of Greek Myths</p> <p><b><u>Focus</u></b> Description</p> <p><b><u>Writing outcome</u></b> Mythical creature story</p>	<p><b><u>Focus</u></b> Everything volcanoes and Earthquakes - Kathy Furgang</p> <p><b><u>Writing outcome</u></b> Explanation text – What happens when a volcano explodes</p>	<p><b><u>Text</u></b> The Boy with the Bronze Axe by Kathleen Fidler</p> <p><b><u>Focus</u></b> Endings</p> <p><b><u>Writing outcome</u></b> Write the end of the story</p>	<p><b><u>Focus</u></b> Skara Brae non chronological report</p> <p><b><u>Writing outcome</u></b> Non chronological report</p>	<p><b><u>Text</u></b> James and the Giant Peach by Roald Dahl</p> <p><b><u>Focus</u></b> Action</p> <p><b><u>Writing outcome</u></b> Write their own action</p>	<p><b><u>Focus</u></b> Persuasion</p> <p><b><u>Writing outcome</u></b> Write a letter to the people of Newstead to encourage people to plant more flowers</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Olympic Acrostic poem Season by Jo Peters The Works Poetry book.		The Caveman Twinkl resources. Diamante poem Kennings		The Birch Tree by John Richard Maudland I am the seed that grew the tree –Nature poems compiled by Fiona Waters. Rhyming poem	
	<b><u>Wider Reading</u></b> Non-fiction books about Volcanoes and Earthquakes Who Let the Gods Out		<b><u>Wider reading</u></b> Non-fiction books about The Bronze Age		<b><u>Wider reading</u></b> Non-fiction books about flowers. Environmental issues	

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<b>Year 4/5</b>	<p><b>Text</b> Defenders: Dark Arena Tom Palmer</p> <p><b>Focus</b> Action</p> <p><b>Writing outcome</b> Write own story about overcoming own fears and danger</p>	<p><b>Focus</b> Instructions-Recipe</p> <p><b>Writing outcome</b> Write a set of instructions for a chickpea dip and flatbread</p>	<p><b>Text</b> The Velveteen Rabbit- Margery Williams</p> <p><b>Focus</b> Characterisation</p> <p><b>Writing outcome</b> Write own story about an inanimate object coming to life</p>	<p><b>Focus</b> Non-chronological report</p> <p><b>Writing outcome</b> What did children do for leisure 100 years ago?</p>	<p><b>Text</b> The Jungle Book by Rudyard Kipling</p> <p><b>Focus</b> Settings</p> <p><b>Writing outcome</b> Write own story about living in a different habitat_</p>
<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
Autumn poetry- The Kitten and the Falling Leaves by William Woodsworth		Haiku including personification about a toy coming to life <a href="https://www.twinkl.co.uk/resource/haiku-powerpoint-us-e-728">https://www.twinkl.co.uk/resource/haiku-powerpoint-us-e-728</a>		<b>Animals in their habitat- limerick</b> <a href="https://www.twinkl.co.uk/resource/t2-e-1000-recognise-some-different-forms-of-poetry-limericks-lesson-teaching-pack">https://www.twinkl.co.uk/resource/t2-e-1000-recognise-some-different-forms-of-poetry-limericks-lesson-teaching-pack</a>		
<b>Wider reading</b> A Roman Diary; The Journal of Iliona a Young Slave- Richard Platt. Non-fiction about the Romans- ELS books		<b>Wider reading</b> If you lived 100 years ago. By Ann McGovern and Anna Divito		<b>Wider reading</b> The Promise by Nicola Davies Non-fiction books about living things and their habitats- ELS books		

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> George's Marvelous medicine- Roald Dahl</p> <p><b><u>Focus</u></b> Description</p> <p><b><u>Writing outcome</u></b> Write a story about a medicine/potion going wrong</p>	<p><b><u>Focus</u></b> Non-chronological report</p> <p><b><u>Writing outcome</u></b> Write a non-chronological report describing the functions of the digestive system</p>	<p><b><u>Text</u></b> The Wizard of Oz- L. Frank Baum</p> <p><b><u>Focus</u></b> Settings</p> <p><b><u>Writing outcome</u></b> Write a story about transporting into a different world.</p>	<p><b><u>Focus</u></b> Explanation</p> <p><b><u>Writing outcome</u></b> How to make a light up card.</p>	<p><b><u>Text</u></b> The Wind in the Willows- Kenneth Graham</p> <p><b><u>Focus</u></b> Dialogue</p> <p><b><u>Writing outcome</u></b> Write a story about a journey by the rive/lake/waterfall</p>	<p><b><u>Focus</u></b> Recount</p> <p><b><u>Writing outcome</u></b> Recount of visit to river/ nature reserve.</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	<p><b>Potions – Double, double toil and trouble by William Shakespeare (From Macbeth)</b> <a href="https://www.pinterest.co.uk/pin/90705379984153150/">https://www.pinterest.co.uk/pin/90705379984153150/</a></p>		<p><b><u>Sounds/music</u> - Cinquain onomatopoeia sound of nature</b> <a href="https://www.twinkl.co.uk/resource/au-t2-e-4028-how-to-write-a-cinquain-poem-powerpoint">https://www.twinkl.co.uk/resource/au-t2-e-4028-how-to-write-a-cinquain-poem-powerpoint</a></p>		<p><b>Like a Waterfall by M. Nasim Nehal</b> <a href="https://www.poemhunter.com/poem/life-like-a-waterfall/">https://www.poemhunter.com/poem/life-like-a-waterfall/</a></p>	
	<p><b><u>Wider Reading</u></b></p> <p><b>Non-fiction books about the digestive system- ELS books</b></p> <p><b>The Magic School Bus; A journey through the human body.</b></p>		<p><b><u>Wider reading</u></b></p> <p>Non-fiction about Sound, electricity, Nottingham- ELS books</p>		<p><b><u>Wider reading</u></b></p> <p>Non-fiction books about animals and their habitats, water cycle, local rivers.</p>	

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<b>Year 4/5</b>	<p><b>Text</b> The Explorer – Katherine Rundell (Fiction)</p> <p><b>Focus</b> Action</p> <p><b>Writing outcome</b> Write own adventure/ journey story</p>	<p><b>Focus</b> Persuasion</p> <p><b>Writing outcome</b> write a persuasive leaflet – Save the Rainforest</p>	<p><b>Text</b> The Time Travelling Cat and the Egyptian Goddess – Julia Jarman</p> <p><b>Focus</b> Opening and endings</p> <p><b>Writing outcome</b> Write a time travelling story</p>	<p><b>Focus</b> Non-chronological report</p> <p><b>Writing outcome</b> Ancient Egyptians</p>	<p><b>Text</b> Beowulf by Michael Morpurgo.</p> <p><b>Focus</b> Dialogue</p> <p><b>Writing outcome</b> Write own story about a heroic legend.</p>
<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
Sonnet – Emerald Forest by Robert Lindley		Shape Peom- The Pyramid <a href="https://funny-poems.co.uk/competition/shape-poetry/kids-poems/013-vincent-pyramid.asp">https://funny-poems.co.uk/competition/shape-poetry/kids-poems/013-vincent-pyramid.asp</a>		Haiku- Anglo Saxon life (sing 'We are the Anglo Saxons'. )		
<p><b>Wider reading</b> Non-fiction about Brazil and the rainforest Journey to the River Sea –Eva Ibbotson Wild Animals of the South – Dieter Braun</p>		<p><b>Wider reading</b> Ancient Egyptians non-fiction books Egypt</p>		<p><b>Wider reading</b> Beowulf- Collins Big cat Anglo Saxon fiction books</p>		

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> Peter Pan by J. M. Barrie</p> <p><b><u>Focus</u></b> Description</p> <p><b><u>Writing outcome</u></b> Write a story about being away from home.</p>	<p><b><u>Focus</u></b> Explanation</p> <p><b><u>Writing outcome</u></b> Write an explanation an animals and plants life cycle.</p>	<p><b><u>Text</u></b> The Lemonade Crime- Jacqueline Davies</p> <p><b><u>Focus</u></b></p> <p><b><u>Writing outcome</u></b> Write a crime suspense story</p>	<p><b><u>Focus</u></b> Explanation</p> <p><b><u>Writing outcome</u></b> Explanation of an investigation that has been carried out</p>	<p><b><u>Text</u></b> Cosmic – Frank Cotterill-Boyce</p> <p><b><u>Focus</u></b> Settings</p> <p><b><u>Writing outcome</u></b> Write a story about a journey to outer space/ to the moon</p>	<p><b><u>Focus</u></b> Non-chronological report</p> <p><b><u>Writing outcome</u></b> Write about the solar system including Planets, Sun, Phases of the moon and seasons.</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	The House with Nobody in it by Joyce Kilmer		Haku- Natural materials see examples: <a href="https://nt.global.ssl.fastly.net/wentworth-castle-gardens/documents/capture-a-moment-in-haiku.pdf">https://nt.global.ssl.fastly.net/wentworth-castle-gardens/documents/capture-a-moment-in-haiku.pdf</a>		Limerick- Poppy fields Poppies for Remembrance by Moira Andrew	
	<b><u>Wider Reading</u></b> Living Things and their Habitats		<b><u>Wider reading</u></b> Reversible and irreversible changes Materials		<b><u>Wider reading</u></b> Where the Poppies Now Grow – Hilary Robinson	

# English Curriculum

# Newstead Primary School English Cycle A

# IMPLEMENTATION

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Year 6</b>	<p><b>Text</b> Odd and the Frost Giants by Neil Gaiman The Saga of Eric the Viking by Terry Jones</p> <p><b>Focus</b> Description of: - Character - Setting - Atmosphere Vocabulary</p> <p><b>Writing outcome</b> Write a Viking Saga</p>	<p><b>Focus</b> Recount Explanation</p> <p><b>Writing outcome</b> Write a recount of visit to Jorvik Viking Centre</p> <p>Write an explanation of the Viking invasion of UK</p>	<p><b>Text</b> Trash by Andy Mulligan</p> <p><b>Focus</b> The water cycle &amp; contamination Rivers</p> <p><b>Writing outcome</b> Journalistic/newspaper article – Rags to Riches</p>	<p><b>Focus</b> The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper &amp; Chris Coady</p> <p><b>Writing outcome</b> Write a discussion/persuasion text about children living on a dumpsite</p> <p>Write an explanation text – How Rivers are formed</p>	<p><b>Text</b> The Great Kapok Tree by Lynne Cherry The Chocolate Tree by Linda Lowery</p> <p><b>Focus</b> Argument/discussion/persuasion</p> <p><b>Writing outcome</b> Letter writing Persuasive speech for debate</p>	<p><b>Focus</b> The History Detective Investigates: Mayan Civilization by Clare Hibbert The Maya and Chichén Itzá by Ben Hubbard</p> <p><b>Writing outcome</b> Non-Chronological writing – Mayan Topic</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Lyrics to Viking Saga songs – <a href="#">BBC Teach</a>		The Barefoot Book of Earth Poems by Judith Nicholls  Write a weather-based poem		The Receiving of the Flower – Mayan Poem Songs of Dzitbalché – Translated Mayan Songs/Poems	
	<b>Wider reading</b> Viking Boy by Tony Bradman Viking Tales by Jennie Hall		<b>Wider reading</b> Poetry/Song – Drop in the Ocean by Richard Stilgoe <a href="#">The i newspaper online</a> <a href="#">Newsround online reports</a> The Journey From The River to The Sea - Eve Ibbotson		<b>Wider reading</b> The Mayan Civilization by Elizabeth Scholl Mayan Civilization Moments in History by Shirley Jordon The Chocolate Tree by Linda Lowery The Corn Grows Ripe by Dorothy Rhoads	

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> Wonder by RJ Palacio</p> <p><b><u>Focus</u></b> Characterisation</p> <p><b><u>Writing outcome</u></b> To write a character description of Auggie/Jack Will/Julian/Charlotte</p>	<p><b><u>Focus</u></b> Dialogue</p> <p><b><u>Writing outcome</u></b> To write a report about Treacher-Collins Syndrome</p> <p>To write a recount of Auggie's first visit to school</p> <p>To write a poem about parts of the body</p>	<p><b><u>Text</u></b> Pig Heart Boy by Malorie Blackman</p> <p><b><u>Focus</u></b> Discussion text</p> <p><b><u>Writing outcome</u></b> To write a reasoned argument whether it was right to use a pig's heart</p>	<p><b><u>Focus</u></b> Explanation text</p> <p><b><u>Writing outcome</u></b> Write an explanation text – Circulatory System</p>	<p><b><u>Text</u></b> Tales of the Arabian Nights by Andrew Lang</p> <p><b><u>Focus</u></b> Recount Explanation text</p> <p><b><u>Writing outcome</u></b> Write a diary/recount of an event</p>	<p><b><u>Focus</u></b> Science in a Flash – Light by Georgia Amson-Bradshaw Charging About: The Story of Electricity by Jacqui Bailey</p> <p><b><u>Writing outcome</u></b> Non-chronological report/leaflet Instruction Text - Electricity</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Body Talk by Benjamin Zephaniah		If by Rudyard Kipling Narrative		The Raven by Edgar Allen Poe The Jabberwocky by Lewis Carroll Characterisation	
	<p><b><u>Wider Reading</u></b> The Molliebird by Jules Pottle Moth by Isabel Thomas Flanimals by Ricky Gervais Here We Are by Oliver Jeffers</p>		<p><b><u>Wider reading</u></b> My Amazing Circulatory System by Ariel McKinney</p>		<p><b><u>Wider reading</u></b> Let no one steal your dreams' – Paul Cookson (poem) The Dark by Lemony Snickett Under Your Feet by Dr Jackie Stroud The Lost Words by Jackie Morris &amp; Robert Macfarlane Horrible Science: Shocking Electricity by Nick Arnold</p>	

# English Curriculum

## Newstead Primary School English Cycle B

### IMPLEMENTATION

	Autumn 1		Spring 1		Summer 1	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>Year 6</b>	<p><b>Text</b> Odd and the Frost Giants by Neil Gaiman The Saga of Eric the Viking by Terry Jones</p> <p><b>Focus</b> Description of: - Character - Setting - Atmosphere Vocabulary</p> <p><b>Writing outcome</b> Write a Viking Saga</p>	<p><b>Focus</b> Recount Explanation</p> <p><b>Writing outcome</b> Write a recount of visit to Jorvik Viking Centre</p> <p>Write an explanation of the Viking invasion of UK</p>	<p><b>Text</b> Trash by Andy Mulligan</p> <p><b>Focus</b> The water cycle &amp; contamination Rivers</p> <p><b>Writing outcome</b> Journalistic/newspaper article – Rags to Riches</p>	<p><b>Focus</b> The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper &amp; Chris Coady</p> <p><b>Writing outcome</b> Write a discussion/persuasion text about children living on a dumpsite</p> <p>Write an explanation text – How Rivers are formed</p>	<p><b>Text</b> The Great Kapok Tree by Lynne Cherry The Chocolate Tree by Linda Lowery</p> <p><b>Focus</b> Argument/discussion/persuasion</p> <p><b>Writing outcome</b> Letter writing Persuasive speech for debate</p>	<p><b>Focus</b> The History Detective Investigates: Mayan Civilization by Clare Hibbert The Maya and Chichén Itzá by Ben Hubbard</p> <p><b>Writing outcome</b> Non-Chronological writing – Mayan Topic</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Lyrics to Viking Saga songs – <a href="#">BBC Teach</a>		The Barefoot Book of Earth Poems by Judith Nicholls  Write a weather-based poem		The Receiving of the Flower – Mayan Poem Songs of Dzitbalché – Translated Mayan Songs/Poems	
	<p><b>Wider reading</b> Viking Boy by Tony Bradman Viking Tales by Jennie Hall</p>		<p><b>Wider reading</b> Poetry/Song – Drop in the Ocean by Richard Stilgoe <a href="#">The i newspaper online</a> <a href="#">Newsround online reports</a> The Journey From The River to The Sea - Eve Ibbotson</p>		<p><b>Wider reading</b> The Mayan Civilization by Elizabeth Scholl Mayan Civilization Moments in History by Shirley Jordon The Chocolate Tree by Linda Lowery The Corn Grows Ripe by Dorothy Rhoads</p>	

	Autumn 2		Spring 2		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	<p><b><u>Text</u></b> Wonder by RJ Palacio</p> <p><b><u>Focus</u></b> Characterisation</p> <p><b><u>Writing outcome</u></b> To write a character description of Auggie/Jack Will/Julian/Charlotte</p>	<p><b><u>Focus</u></b> Dialogue</p> <p><b><u>Writing outcome</u></b> To write a report about Treacher-Collins Syndrome</p> <p>To write a recount of Auggie's first visit to school</p> <p>To write a poem about parts of the body</p>	<p><b><u>Text</u></b> Pig Heart Boy by Malorie Blackman</p> <p><b><u>Focus</u></b> Discussion text</p> <p><b><u>Writing outcome</u></b> To write a reasoned argument whether it was right to use a pig's heart</p>	<p><b><u>Focus</u></b> Explanation text</p> <p><b><u>Writing outcome</u></b> Write an explanation text – Circulatory System</p>	<p><b><u>Text</u></b> Tales of the Arabian Nights by Andrew Lang</p> <p><b><u>Focus</u></b> Recount Explanation text</p> <p><b><u>Writing outcome</u></b> Write a diary/recount of an event</p>	<p><b><u>Focus</u></b> Science in a Flash – Light by Georgia Amson-Bradshaw Charging About: The Story of Electricity by Jacqui Bailey</p> <p><b><u>Writing outcome</u></b> Non-chronological report/leaflet Instruction Text - Electricity</p>
	<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>	
	Body Talk by Benjamin Zephaniah		If by Rudyard Kipling Narrative		The Raven by Edgar Allen Poe The Jabberwocky by Lewis Carroll Characterisation	
	<p><b><u>Wider Reading</u></b> The Molliebird by Jules Pottle Moth by Isabel Thomas Flanimals by Ricky Gervais Here We Are by Oliver Jeffers</p>		<p><b><u>Wider reading</u></b> My Amazing Circulatory System by Ariel McKinney</p>		<p><b><u>Wider reading</u></b> Let No-one Steal Your Dreams' by Paul Cookson (poem) The Dark by Lemony Snickett Under Your Feet by Dr Jackie Stroud The Lost Words by Jackie Morris &amp; Robert Macfarlane Horrible Science: Shocking Electricity by Nick Arnold</p>	

The teaching of reading comprehension skills are also supported by VIPERS resources (online) and bespoke resources made by teaching staff to support the long term cycle above. Examples of the bespoke resources can be found below.

[https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1\\_reading\\_vipers.pdf](https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf)

[https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2\\_reading\\_vipers.pdf](https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_vipers.pdf)

I can infer the meaning of words.

The Hare and the Tortoise

News of the race *spread* quickly, and the birds and the animals gathered to watch.

1. The word spread in this sentences means...

	Tick one
fast	<input type="checkbox"/>
passed on	<input type="checkbox"/>
wipe	<input type="checkbox"/>
butter	<input type="checkbox"/>



In a flash the hare was off, flying over the grass. The Tortoise had **hardly** moved.

2. What does hardly mean?

---

In a few moments the hare had run over the hill and **reached** the hedge.

3. Reached means...

	Tick one
got to	<input type="checkbox"/>
stretch	<input type="checkbox"/>
passed	<input type="checkbox"/>
won the race	<input type="checkbox"/>

The hare had finished eating the leaves in the hedge and dashed off again at full speed to the carrot field.

4. **Find** and **copy** one word that tell you that Hare moved **quickly**.

---



At last he reached the carrot field, but the hare was too fast asleep to notice him passing by.

5. **Find** and **copy** one word that means the same as **see**.

---

All the animals gathered round the tortoise.

6. This means that they.....

Tick one	
collected	<input type="checkbox"/>
got closer to tortoise	<input type="checkbox"/>
walked away	<input type="checkbox"/>
laughed	<input type="checkbox"/>

I can select and retrieve.



Antarctica: Land of the penguins

1. Which **words** tell you that people like penguins?
2. **How do you know** that penguins aren't afraid of penguins?
3. **How many** kinds of penguin live in Antarctica?
4. **How heavy** is an Emperor penguin?
5. **Find and copy** the **word** that tells you that the ocean around the Antarctic mainland .
6. **What word** is used to describe the scenery?



	True	False
King Penguins are bigger than Emperor Penguins.		
Penguins are afraid of humans.		
Penguins can walk.		
South Georgia is an island near to Antarctica.		

Read How Penguins survive: *Great Swimmers* and write some interesting facts in the space below:

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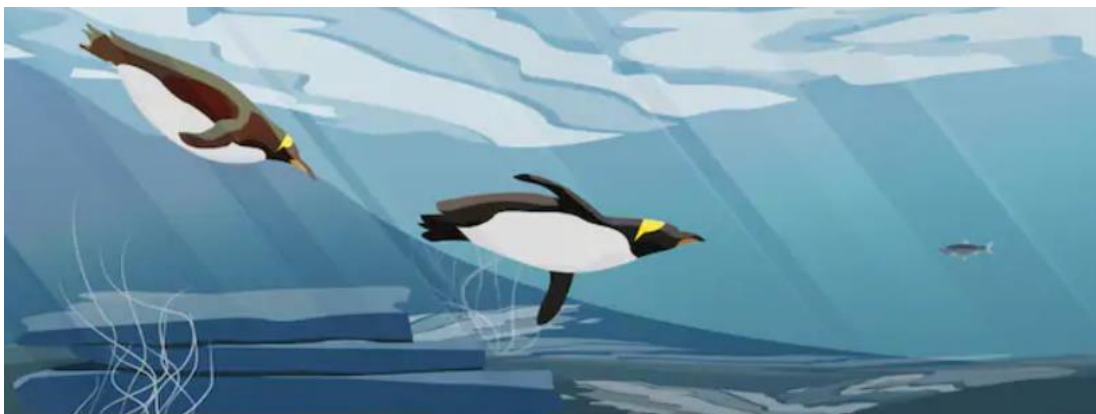
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Year 1	Word Reading	Comprehension
Emerging	Apply growing phonic knowledge to decode some words.	Listen to and talk about some poems and stories read to them.
	Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds.	Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics.
	Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught.	Link what they read to their own experiences. Recognise and join in with some predictable phrases in stories and poem, usually in a group.
	Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me.	Enjoy some rhymes and poems; join in with others to recite some by heart.
	Read some words with the following endings: -s, -es, -ing, -ed, and -est.	Talk about new words and what they mean.
	Read familiar words with more than one syllable which contain known GPCs.	Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out.
	Begin to recognise and read contractions e.g. I'm, I'll, can't.	Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance.
	Read phonically-decodable books which match their developing phonic knowledge.	Say what the title means and how it relates to the events. Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does. With help, begin to make predictions about what might happen next.
	Read a growing number of pseudo (alien) words, beginning with CVC words.	Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments. Provide a simple explanation of an aspect of what is happening in a text.
	Expected	Apply phonic knowledge to decode words.
Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.		Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
Read accurately by blending sounds in unfamiliar words containing GPCs taught.		Link what they read to their own experiences.
Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.		Recognise and join in with predictable phrases in poems and stories.
Read words with the endings -s, -es, -ing, -ed and -est.		Appreciate some rhymes and poems; recite some by heart.
Read words of more than one syllable which contain GPCs known.		Discuss the meanings of new words, linking them to words already known.
Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.		Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
Read some phonically-decodable books, closely matched to phonic knowledge.		Check that texts make sense when reading; self-correct and re-read inaccurate reading.
Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.		Talk about the significance of the title and events. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Participate in discussion about what is read to them, taking turns and listening to others. Explain clearly their understanding of what is read to them.
Exceeding		Apply phonic knowledge confidently and accurately to decode appropriate words.
	Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing.
	Confidently blend sounds where appropriate, in unfamiliar words.	Link what they read to their own experiences.
	Read the full range of common exception words for YR 1 (Spelling appendix 1).	Join in automatically with predictable phrases in poems and stories.
	Read words with a range of suffixes, including -s, -es, -ing, -ed and -est.	Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.
	Independently read words of more than one syllable, appropriate to age-related texts.	Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
	Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.	Understand and explain how the title relates to the events or information within the text.
	Read pseudo (alien) words with accuracy and fluency.	Make inferences with confidence, on the basis of what is said and done. Make credible predictions on the basis of what has been read so far. Make useful contributions in discussion about what is read to them, responding to what others say. Explain clearly their understanding of what is read to them.

Year 2	Word Reading	Comprehension
<b>Emerging</b>	Regularly apply phonic knowledge and skills to decode unfamiliar words.	Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences.
	Know and decode alternative sounds for most graphemes.	Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently.
	Read two or more syllable words containing some common suffixes e.g. sadness, happiness, lonely.	Listen to and talk about stories, both those read to them and some of those read independently; listen to what others say.
	Read many familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs.	Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct.
	Use segmenting and blending to read unfamiliar words; then read automatically the words which are known.	Know some stories including fairy tales and traditional tales; attempt to retell orally and through writing.
	Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words.	Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success.
		Make inferences on the basis of what is said and done, in a book that is familiar to them, e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path.
		Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out.
		Talk about favourite words and phrases; attempt to find out the meaning of new words.
	<b>Expected</b>	Apply phonic knowledge and skills consistently to decode quickly and accurately.
Decode alternative sounds for graphemes.		In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently.
Read most words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.		Fully engage with reading and take pleasure from books and texts.
Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.		Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
Read most words without overtly segmenting and blending, once they are familiar, e.g. at over 90 words per minute.		Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say.
Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.		Show understanding of texts read independently; self-correct.
		Know and retell a wide range of stories, fairy stories and traditional tales.
		Discuss the sequence of events in books and how items of information are related.
		In a book they read accurately and fluently, make inferences on the basis of what is said and done; predict according to what has been read so far.
<b>Exceeding</b>		Use phonic knowledge and skills to read automatically and with fluency.
	Confidently and independently read words with common suffixes.	Discuss and clarify the meaning of new words; discuss favourite words and phrases.
		Recognise simple recurring literary language in stories and poetry.
		Recite a repertoire of poems learnt by heart, using appropriate intonation.
	Automatically read a wide range of common exception words in Appendix 1, YR 2.	Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences.
		Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint.
		Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say.
		Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary.
	Use segmenting and blending only occasionally, when required for new words.	Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail.
		Discuss sequence of events accurately, and how items are related.
Make insightful inferences and predictions on the basis of information given.		
	Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint.	
	Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing.	
	Recognise and discuss simple recurring literary language.	
	Recite by heart a repertoire of poems, both independently and in groups, using appropriate intonation to interest the audience.	

Year 3	Word Reading	Comprehension	
<b>Emerging</b>	Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; read with occasional support.	Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school.	
	Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR2 Spelling appendix.	Listen to and talk about a range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.	
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.	Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists, photographs.	
	Recognise the root and affixes of a range of words in the YR 3 Spelling appendix e.g. forgetting, gardening, angrily, action, supermarket.	Identify themes in a few texts e.g. What is it mainly about? Identify a few simple conventions in texts e.g. How does a fairy story often begin? What usually happens to the villain? How are information texts often organised?	
	Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume.	Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference.	
		Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words.	
		Predict what might happen, with some prompting.	
		Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings.	
	<b>Expected</b>	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
		Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.		Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.	
Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.		Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.	
Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.		Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.	
		Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.	
		Predict what might happen from details stated and implied.	
		Explain the meaning of words in context; use a dictionary to check meanings.	
<b>Exceeding</b>		Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library.
		Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound.	Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
	Know the full range of GPCs; use phonic skills consistently and automatically to address unfamiliar or challenging words.	Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features.	
	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Identify themes and conventions in a range of texts e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction books is presented in order to better inform the reader.	
	Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.	Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout.	
		Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.	
		Provide credible predictions about what might happen, within the context.	
		Explain the meaning of words in context; use dictionary independently.	
		Re-read automatically to ensure that the text makes sense, reading to the punctuation.	
		Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions.	
	Retrieve and record information confidently from non-fiction texts.		

		Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.
		Discuss and explain vocabulary that captures the reader's imagination.
		During discussion about texts, ask relevant questions to improve their understanding; takes turns and build on what others have to say.

Year 4	Word Reading	Comprehension
Emerging	Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; read with occasional support.	Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. Listen to, and talk about, a range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
	Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound.	Listen to and talk about some non-fiction, reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, index, glossary, information, diagrams. Identify themes in a range of texts e.g. a theme of ‘wintry settings’ or ‘life style in another country’; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.	Recognise several different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. Draw inferences not immediately obvious from the text e.g. characters’ feelings, thoughts and motives, from their actions or words.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. usually, completely, disagree, simply, misbehave.	Predict what might happen, sometimes independently. Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings.
	Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume.	Sometimes re-read or self-check, to make the meaning clear. Provide a simple explanation of a text, to show understanding. Find and record information independently; sometimes require support. Begin to identify how words or presentation contribute to meaning e.g. the diagram and labels help you to understand the different parts of a plant. Pick out words and phrases which interest them and help them to imagine things. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Listen to, discuss and express views about a wide range of fiction, poetry and plays. Begin to justify comments. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
	Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.	Identify themes and conventions in a range of texts e.g. identify a theme of ‘recycling’ or ‘changes in leisure activities’; recognise the conventions of a myth or play script; know how information is signposted in reference books.
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Draw comparisons.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.	Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionary to check meaning. Check the text makes sense, reading to the punctuation and habitually re-reading.
	Prepare poems and scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.	Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake. Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the word ‘threatening’ means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character. Discuss words and phrases that capture the reader’s interest and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.
Exceeding	Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.	Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library.
	Read almost all common exception words automatically, noting unusual correspondence between spelling and sound.	Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features. Independently or in groups, identify themes and conventions in a range of texts. Make comparisons. Recognise, compare and evaluate several different forms of poetry.
	Use phonic skills automatically where relevant, to address unfamiliar or challenging words.	Without prompting, draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Provide credible and insightful predictions about what might happen. Explain the precise meaning of words in context; use dictionary independently.
	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g.	Re-read automatically to ensure that the text makes sense, reading to the punctuation. Provide explanations which show their high level of understanding of the text.

	immature, impatient, international, autobiography, frantically, vigorous, spontaneous.	Confidently identify and summarise main ideas drawn from more than one paragraph.
	Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.	Retrieve and record information competently from non-fiction texts.
		Identify how language, structure and presentation contribute to meaning.
		Discuss and precisely explain vocabulary that captures the reader's imagination.
		During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 5	Word Reading	Comprehension		
Emerging	Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding.	Enjoy reading a range of texts, fiction and non-fiction, both in and out of school. Be familiar with some of the text types specified in the YR 5-6 programme of study.		
	Read most common exception words, noting unusual correspondence between spelling and sound.	Recommend books they have read to their peers, being able to say why those choices were made.		
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. Recite age-appropriate poetry which has been learned by heart, with some success. Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect.		
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5-6 Spelling appendix e.g. assist/assistance, adorable/adoration, horrible/horribly.	Ask questions during discussion, to improve understanding. Make comparisons within texts; begin to compare across texts e.g. contrasting poems. Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions.		
	Prepare poems and play scripts to read aloud and perform. Sometimes show success in using appropriate intonation and volume when reciting or reading aloud.	Begin to distinguish fact from opinion; understand the difference. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. Participate in discussion about texts, expressing opinions, building on others' ideas. Explain what they know or have read, including through formal presentation and debate, using notes where necessary.		
	Expected	Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart.	
		Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.	
		Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	Readily ask questions to enhance understanding. Make comparisons within and across texts e.g. compare two ghost stories. Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.	
		Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Distinguish fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debate, using notes where necessary.	
		Exceeding	Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction. Identify confidently many of the text types specified in the YR 5-6 programme of study. Confidently recommend books to their peers, giving substantiated reasons. Discuss and comment on themes and conventions in a variety of genres. Recite confidently more challenging poetry which has been learned by heart. Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning.
			Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix.	Discuss their understanding of the meaning of challenging vocabulary in context. Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.
			With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Readily ask pertinent questions to enhance understanding. Make comparisons within and across texts e.g. compare two works by one author. Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. Distinguish fact from opinion, with an awareness of ambiguity. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate confidently in discuss about texts, expressing and justifying opinions, building on ideas, and challenging others' views courteously.

Year 6	Word Reading	Comprehension
<b>Emerging</b>	Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study (which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.) Build stamina to read some whole novels.	Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
		Become familiar with the range of text types specified in the YR 5-6 programme of study.
		Form reading preferences; be able to recommend some to peers, giving reasons for choices.
		With guidance initially, identify and comment on themes and conventions across some texts types.
		Read and recite some age-appropriate poetry which has been learned by heart.
		Identify the language typical of some text types; also the structural and presentational features e.g. sub-headings, bullet points; how a letter is set out. Develop the ability to explain its use.
	Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence.	Show, discuss and explore their understanding of the meaning of vocabulary, where the context makes the meaning plain. Explain challenging words by using other known words.
		Discuss the effect of language, including some of the following: simile, metaphor, imagery, personification.
		Readily ask questions to enhance understanding.
	With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience.	Make comparisons within texts; attempt comparisons across texts.
		Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions.
		Sort fact from opinion with some success.
Retrieve, record and present information from non-fiction texts.		
Find key words or information. With guidance, form a simple summary across several paragraphs.		
Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging other's views courteously.		
<b>Expected</b>	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Develop the ability to explain what they know or have read, including through formal presentation and debate.
		Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
		Show familiarity with different text types specified in the YR 5-6 programme of study.
		Recommend books to others, giving reasons for their choices; state preferences.
		Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
		Demonstrate that they have learned a wide range of poetry by heart.
	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.	Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
		Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
		Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	During discussion, ask pertinent questions to enhance understanding.
		Make accurate and appropriate comparisons within and across different texts.
		Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
Distinguish between fact and opinion.		
Retrieve, record and present information from non-fiction texts.		
Identify key details which support main ideas; summarise content drawn from more than one paragraph; use quotations to illustrate viewpoint		
<b>Exceeding</b>	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.
		Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.
		Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.
		Show confidence with different text types specified in the YR 5-6 programme of study.
		Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences.
		Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes.
	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial.	Demonstrate that they have learned a wide range of poetry by heart.
		Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content); explain how they contribute to meaning.
		Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.
	Able to pronounce homophones or near homophones appropriately e.g. advice /advise; prophecy/prophesy.	Identify, explain and evaluate the effect of figurative language e.g. impact of a phrase on the reader; suitability of a chosen simile; personification.
		Ask probing questions to enhance understanding; pose hypotheses.
		Make accurate and insightful comparisons within and across different texts.
	Draw inferences including hidden meanings or play on words; explain and justify with textual evidence to support reasoning; make prediction which are securely rooted in the text.	
	Distinguish between fact and opinion; discuss ambiguity between the two.	
	Retrieve, record and present information from non-fiction texts, independently and creatively.	

	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Confidently summarise content drawn from more than one paragraph; independently refer to quotations which illustrate viewpoint.
		Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.
		Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.