












Year 2

Progression of core texts	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
												
Genre	Non- Fiction	Fiction/Non-Fiction	Traditional Tales	Fiction	Fiction	Fiction	Fiction	Fiction	Non- Fiction	Fiction	Fiction	Poetry
Focus	A simple information book. Exploring contents pages, index pages and glossaries.	A mixture of short fiction and non-fiction texts.	Classic story with a modern twist.	A twist of fairy tales with predictable endings.	A story told from two characters' points of view.	A subtle story that tackles an emotional a topic.	Superhero adventure story,	A story about kindness.	Analysing the organisation and layout of a non-fiction text. Considering the content, index and glossary.	A story about following your dreams.	A funny story with a surprising twist at the end.	Focus on structures of Haiku poems.
Reading Curriculum	<ul style="list-style-type: none"> - Discussing how we can tell which order to read information in. - Exploring an information book and becoming familiar with features: layout and contents 	<ul style="list-style-type: none"> - Listen to the story being read by the teacher. Express opinions and responses to each section of the text. - Explain the journey of the hippo and how the story shows his character. - Clarify meanings of 	<ul style="list-style-type: none"> -Reading independently and with a partner. -Reading aloud with fluency and expression -Reading a wider range of tales and retelling the story. -Identify how the character differs from the original. -Answer comprehension 	<ul style="list-style-type: none"> Understand the structure of the plot and how it differs from more traditional stories. - Read a range of stories with wolves and comparing to the text. -Exploring the 	<ul style="list-style-type: none"> - Read the story independently in the group and on their own. -Create a timeline of events and link characters' thought to the event. Consider the different points of view. - Introduce difficult 	<ul style="list-style-type: none"> - Sound out and blend words, remembering to spot the alternative sounds for some grapheme. - Returning to the pages with specific vocabulary and clarifying the meaning. - check that the text 	<ul style="list-style-type: none"> -Read the text independently and fluently. - Create a story map/timeline of the key events. - Explore the use of noun phrases and how they contribute to understanding the characters. - Make links to other texts. 	<ul style="list-style-type: none"> -Independent reading, choral reading, echo reading and reading in role. -Building up reading of why the stranger is there and why he has the items in his suitcase. -Link their ideas about 	<ul style="list-style-type: none"> -Reading the key words from the text and clarifying. -Predicting from the front cover. -Discussing the contents and way the book is organised. -Generate questions that can be answered 	<ul style="list-style-type: none"> -Echo reading. -Discuss and clarify meaning if words, linking meaning to known vocabular - Find out about Mae Jemison -Working out how characters are feeling 	<ul style="list-style-type: none"> -Read the text independently. -Discuss the development of the story. -How did Danny save the world? -What was Danny afraid of and why? -Predict how the story will end. 	<ul style="list-style-type: none"> - Exploring polysyllabic words and the strategies for decoding these words. -Identifying tricky words and discussing their meaning in the context of the text. - Performing



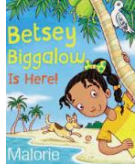


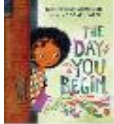


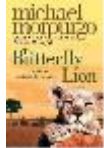
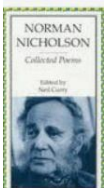
	<p>page, glossary, index, headings, links between pictures and words, etc.</p> <p>-Practising reading strategies; using a glossary and creating some new entries.</p> <p>- 'Warming up' for the book by considering what is already known about caterpillars and butterflies.</p> <p>- Creating questions to ask one another, and answering with reference to what has been read.</p>	<p>new words in each session.</p> <p>-Use new words in own sentences.</p> <p>-Explain meaning of words in the context of the text.</p> <p>- Discuss understanding of the poem.</p> <p>Answer key questions and explain.</p>	<p>questions based on the text.</p> <p>-Predict what they think will happen next based on the story so far.</p>	<p>character of the wolf.</p> <p>-Using knowledge of traditional tales to understand the story.</p> <p>-Identifying tricky vocabulary and working out the meanings</p>	<p>vocabulary and identify tricky gpcs/suffixes. Clarify meaning.</p> <p>- Create a timeline of events and link characters' thought to the event.</p> <p>Consider the different points of view.</p>	<p>makes sense to them as they read, and correct inaccurate reading</p> <p>-Suggesting plausible answers to questions that don't have direct answers in the text.</p> <p>Exploring possible answers and deciding which is the most likely.</p> <p>-Engaging in discussions and answering questions throughout.</p> <p>- Devising own questions to ask the characters.</p> <p>- Predicting the type of book and what will happen at various points.</p> <p>· Predicting words that might be in the text.</p>	<p>-Discuss characters and create a character profile.</p> <p>-Predict plot based on clues in the text.</p>	<p>home to the story.</p> <p>-Infer throughout about the stranger's back story.</p> <p>- Infer about character from the way the other animals speak and behave.</p> <p>-Predict before reading and at key moments in the story, refining predictions.</p> <p>- Participate in discussions about their predictions and understanding about the story.</p> <p>-Identify what they think the message of the book is.</p> <p>-Write a simple review</p>	<p>from the text.</p> <p>-Write a short review about what they have learnt.</p> <p>-Predicting from the front cover and previous knowledge.</p>	<p>about themselves and each other at different points in the story.</p> <p>-Using the front cover and own general knowledge.</p> <p>-Predicting a happy ending from what is learned about the main character.</p> <p>-Revisiting predictions in the light of new reading</p> <p>- Participate in discussion about books, taking turns and listening to what others say</p>		<p>chosen haiku, possibly from memory.</p> <p>- Discussing what makes a haiku</p>
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	- Predict book content by evaluating what is already known on the topic. -Listening, considering, sharing, discussing, explaining throughout.											
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Year 3											
Progression of core texts	Autumn 1 	Autumn 1 	Autumn 2 	Autumn 2 	Spring 1 	Spring 2 	Spring 2 	Summer 1 	Summer 1 	Summer 2 	Summer 2 
Genre	Non-Fiction	Fiction/Non-Fiction	Non-Fiction	Fiction	Traditional Tales	Fiction	Fiction	Poetry	Fiction	Fiction	Non-Fiction
Focus	Information book with lots of organisational and presentation features.	Short stories, poems and essays.	Organised information book that includes a quiz and suggestions for future reading	Simple, funny chapter book part of a wider series.	Alternative version of a traditional tale from the pea's point of view.	Story consists of individual words separated by commas and full stops. A challenging book that requires the reader to make connections	Short chapter book related to realistic experiences.	A collection of humorous poems about animals written by two authors	Challenging chapter book on the poignant theme of friendship and the power of nature.	A collection of stories with lyrical imagery about children and their antics.	Information text with bitesize sections that include images and fact files.









<p>Reading Curriculum</p>	<p>Strategy check and attention to new words in the text. Increase familiarity with a wide range of traditional tales. Match themes and convention from known stories to the text. Clarifying new vocabulary. Predicting the actions of the main character. Identify main ideas drawn across paragraph and summaries these.</p>	<p>Develop prediction skills. Use Inference to explore how characters think and feel and to identify the overall message/theme of the text. Discuss the use of language, especially imagery. Explore the idea of 'hope' as a theme across more than one text. Explore their own personal reading preferences and strategies for choosing books.</p>	<p>Look at organisation of whole book using the contents pages. Reaf some sections in detail to gain deeper understanding. Use definitions to learn new words. Create diagrams to demonstrate understanding of words in context. Use words from the text to understand the explanation of plant life. Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.</p>	<p>Apply growing knowledge of prefixes to read (e.g. 'un') Identify themes and convention. Use dictionaries to check meaning. Draw inference on character's feelings, thoughts and motives from their actions. Justify inference with evidence</p>	<p>Strategy check to make sense of the text. Predict Using images from the book and link to other versions of the story. Summarise differences between the texts. Describe, justify and infer characters' thoughts, feelings and motives.</p>	<p>Read a story written in single words. Predict from the title and a selection of words. Discuss the Storyline and clarify how individual words fit in. Identify which words capture the reader's interest and imagination. Infer from individual words and identify how language contributes to meaning.</p>	<p>Explore chapter structures and titles, analysing how time structures the story. Generate question about the text to improve their understanding Predict and infer from background knowledge. Summarise the entire text.</p>	<p>Prepare poems and play scrips to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Draw inferences such as referring character's feelings, thought and motives from their actions, and justify inferences with evidence.. Predict what might happen from details stated and implied.</p>	<p>Explore the overarching theme of music. Echo read to focus on intonation, expression and tone to contribute understanding and meaning. Linking key evidence in text to predict, analyse characters and identify key plot points. Clarify unknown vocabulary. Predict and re-predict throughout the text. Summarise plot developments across chapters and consider evidence on characters through discussion.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination. Check that the text makes sense to them. Explaining the meaning of words in context. Draw inferences of character's feelings, thoughts and motives. Predict from the title. Use word cards to summarise Dad's character. Clarify words and phrases.</p>	<p>Read information book with photos, diagrams, labels and text presented in a range of ways. Clarification of u known words by word association and putting in context. Identify how language, structure and presentation contribute to meaning.</p>
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Year 4

Progression of core texts	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
										
Genre	Non-Fiction	Fiction	Fiction	Poetry	Fiction	Fiction	Fiction	Non-Fiction	Fiction	Poetry
Focus	Information text with a combination of cartoons, photographs and diagrams.	Characters from numerous fairy tales have been invited to attend a party. Draw links between Disney and other versions.	A collection of funny stories set in the Caribbean. To develop understanding about character and story plot.	Exploring possible underlying meanings of the poem allows children to start understanding subtleties in texts and going further than a purely literal interpretation.	Funny book that uses question-and-answer style.	Focuses on feeling different, linking personal experience to develop inference and empathy.	A multi-layered story on the themes of loneliness, Overcoming fears, being different and friendship during WW2.	Events are presented chronologically in an easy to read style, using contents, glossary and information boxes.	Introduced to more complex plot structure and themes.	Persuasive, poem with, challenging, language.,
Reading Curriculum	Practise, using a, variety of, strategies to, break, tricky,	Increase familiarity with a wide range of books, including fairy	Apply growing knowledge of root words, prefixes and suffixes.	Read and discuss poetry Look at the structure and	Apply growing, knowledge of Root words, prefixes and suffixes to read	• Predict What might Happen from Detail implied on the main	Read information books based on the topic of WW2. Explore the	Read a biography with typical non-fiction	Read books with a multi-layered plot structure	Read,learn, Interpret and perform a poem to Indicate the

<p>words, with, unusual, GPCS, down., Discuss the layout and variety of devices that make the information engaging</p> <p>Use dictionaries to check the meaning of words.</p> <p>Practise reading with fluency and expression, echo reading the information text.</p> <p>Ask and answer question, retrieving key information.</p>	<p>stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books</p> <p>Checking understanding of plot and references to other stories. Ask questions to improve understanding of a text</p> <p>Explore the personality of the main character and how they might be expected</p> <p>Predict what might happen from details stated and implied</p> <p>Talking about the book and own ideas</p>	<p>Read books that are structured in different ways and read for a range of purposes</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p>	<p>layout of the poem</p> <p>Practise reading poems aloud, both in a group and individually</p> <p>Explore imagery created by words and phrases in the poem</p> <p>Free verse and layout discussions.</p> <p>Explore imagery e.g. personification, simile and clarify words</p> <p>Ask questions to improve understanding of a text.</p> <p>Summarise one section in a phrase</p> <p>Explore the poem in two contrasting parts and the layout and links to meaning</p>	<p>aloud and understand meaning of new words.</p> <p>Read books that are structured in different ways.</p> <p>Discuss words and phrase that capture the reader's interest</p> <p>Use vocabulary to predict what might happen</p> <p>Summarise main ideas across paragraphs.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>character</p> <p>Identify themes and conventions and discuss these. Clarify the text through questioning.</p> <p>Infer characters' thoughts, motives feelings at different parts of the story.</p> <p>Explore the concepts of difference and prejudice in the context of the book.</p> <p>Link texts that explore a similar theme and discuss their meaning.</p>	<p>Transformation of main</p> <p>Character through interactions with other character and pivotal event.</p> <p>Explore themes such as fear, courage, loneliness, bullying.</p> <p>Collect words that show character's feelings at different points.</p> <p>Use pictures to make predictions.</p> <p>Work in pairs to share ideas.</p>	<p>layout features</p> <p>Use the Glossary to discuss unfamiliar or technical words.</p> <p>Write and answer questions, identifying where the information can be found.</p> <p>Discuss evidence that something is wrong or abnormal.</p> <p>Predict what might happen.</p> <p>Create a timeline based on the events.</p> <p>Discuss understanding of the events and create personal responses.</p>	<p>Use dictionaries to check the meaning of words.</p> <p>Explain the meaning of words to deepen understanding of the historical context of the story.</p> <p>Be able to track changes in setting, time and narrator.</p> <p>Discuss resolution of the story referring back to initial responses.</p> <p>Infer characters' feelings, thoughts and motives from actions and justify with evidence</p> <ul style="list-style-type: none"> Summarise sections. 	<p>speaker's Feelings and make the content clear.</p> <p>Looking at poet's language choices and express likes and dislikes.</p> <p>Clarify unfamiliar words or words used in an unfamiliar context.</p> <p>Explore how the poet feels about the subject, using evidence from the text.</p> <p>Summarise the content and purpose of each stanza and generalise the poem's message.</p> <p>Discussing how words and phrases</p>
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										contrast and imply opinions. Retrieve and record information from non-fiction. Discuss in pairs and groups.
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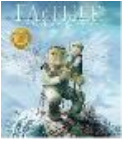
Progression of core texts	Generic Unit-taught throughout the year	Autumn 1 	Autumn 2 	Spring 1  Jabbawocky	Spring 2 	Spring 2 	Summer 1 	Summer 2  The Apple Raid	Summer 2 
Genre	Fiction	Fiction	Fiction	Poetry	Fiction	Poetry/Picture book	Fiction		Fiction
Focus	To support understanding of common themes in fiction. To support a breadth and depth of reading, making links across books and authors.	A thief snatches an old lady's handbag only to discover that it is full of acorns. These acorns, however, have a transformative effect on the	A mysterious book where you need to hunt for clues	Nonsense poem focussing on clarification and understanding of etymology.	Picture book telling the story of a homeless boy. Illustrations add to the sense of loneliness	Illustrated to guide reader through magic and wonder.	A collection of stories about the supernatural. 'Guess' is a short story about a girl who appears unexpectedly after a storm.	This poem describes how the smell and sense of autumn jogs a man's memory, making him	Uses evocative vocabulary and unsettling illustrations to show the dark side of history

		person and their environment. A beautiful picture book.						think back to a time when, as a boy, he and his friends went scrumping (apple-stealing). It ends with him wondering if one boy shares the memory and reflecting on the other's death.	
Reading Curriculum	Author study incorporating at least 2 books by 2 different authors Reading related non-fiction Using theme maps to show links between books Use knowledge of one book by an author to predict what might	· Reading similar stories told in different ways · Identifying themes · Choosing themes and justifying choices · Compare different books' treatment of a theme	· Exploring dictionary and own definitions of the word 'stranger' · Considering known stories involving a stranger's arrival in a community and likely outcomes · Making links with other texts that personify or anthropomorphise natural phenomena	Learn and perform 'Jabberwocky' with expression and gesture to demonstrate comprehension Use knowledge of syntax in the English language, and recognition of the function of word classes to work out meaning	Generating questions using question grid draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences check that the book makes sense to them,	· Continuing to become familiar with an increasing number of fairy stories and traditional tales; reading and exploring a poem · Recognising and discussing recurring themes and motifs in fairy stories and myths – settings,	-Discuss some of the conventions of stories with ghosts/supernatural elements, e.g. pale figures, unanswered questions, sudden disappearances, only seen by some characters. - Compare Guess with Friends in order to discuss conventions above. - Asking questions of the text to probe the puzzling	· Read poetry and biographical text – finding out about the poet's life · Examine language choice to infer the poet's view · Infer events from 'clues' · Identify how language,	Making inferences about character and implications of this for the narrative · Prediction based on understanding of genre, vocabulary choices, character, setting, etc. · Noticing how the sense of foreboding

	<p>happen in other books</p>		<ul style="list-style-type: none"> · Identifying and using clues from both text and images to piece together a plausible theory of The Stranger's identity · From thinking about who The Stranger might be and how they might affect the family and events, suggesting what might happen next in the story · Comparing, discussing and questioning one another's ideas and use of textual evidence. · Preparing and presenting a reasoned argument with appropriate textual evidence to explain ideas about a character's identity · Justifying a theory referencing evidence from the text 		<p>discuss their understanding and explore the meaning of words in context</p>	<p>characters, tasks, objects, etc.</p> <p>learn a wider range of poetry by heart</p> <ul style="list-style-type: none"> · Memorising a section of the poem, e.g. through repetition and using actions or making notes as necessary to support memorisation · Exploring a prosodic read and then elements of performance to present an effective and meaning-laden recitation to an audience · Using illustrations alongside text to make meaning, and drawing upon other known stories and conventions to inform and enable good comprehension 	<p>elements of the story.</p> <p>-Use the links in the words chosen by the author to understand who Jess is and where she comes from.</p> <p>-Use words from the text to provide a poetic summary of the two key scenes</p> <p>- Analyse how the descriptions are developed to create contrasting atmospheres.</p>	<p>structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> · Explore how language is used to build a sense of time and place at the start of the poem · Discuss how language is used to convey time and place, the poet's views, events in narrative and shifts in time, inferring details · Pupils use text from the poem throughout (and notes on biographical details) to explain their ideas 	<p>is built from the start</p> <ul style="list-style-type: none"> · Exploring how the illustrations become essential to understanding this text · Focus on nuanced vocabulary choices participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views · courteously provide reasoned justifications for their views -Referring back to the text to explain thinking.
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			(including clues in illustrations)			· Talking in pairs and small or larger groups, independently and with adult support about reading and responses to reading			
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Year 6

Progression of core texts	Autumn 1 	Autumn 1  The Fib	Autumn 2 	Spring 1  Someone like the Snow Queen	Spring 1 	Spring 2 	Summer 1 	Summer 2 	Summer 2 
Genre	Non-Fiction	Fiction	Poetry	Fiction	Fiction	Fiction	Graphic novel	Fiction	Fiction
Focus	A beautiful book based on collective nouns	A compilation of three books of short stories set in the 1950s.	Short and simple poem with archaic words.	A collection of short stories featuring the magic of winter.	Hans Christian Andersen version of the story which has archaic language	A thought-provoking story told by an android.	Retells the story of two refugee boys in Kenya.	A thought-provoking book about one little creatures quest.	An emotional picture book about a relationship between father and son.

					and sentence constructions.				
Reading Curriculum	<ul style="list-style-type: none"> - apply knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words. -Clarifying tricky words in context -Creating synonym grids. -Generating questions based on the text. - Explaining and summarising ideas for definition of words. 	<p>increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> -Make comparisons using a graphic organiser. -Discussion in pairs and groups throughout. 	<ul style="list-style-type: none"> -Clarifying archaic words. -increase familiarity with our literary heritage, and books from other cultures and traditions. - Using pictures and visualisation to work out the meanings of trickier word. - Giving a title to represent the images and idea - Recognising alliterative features and their effect: sibilance and assonance. -Talking about personification of the moon. - Participating in taught sessions and responding appropriately- Discussion in pairs, groups and recording 	<ul style="list-style-type: none"> -Use the modern story to make links to a traditional tale, its characters and themes. -Discuss the convention of 'voyage and return' stories and map the journey Orla takes in the story. -Consider the themes linked to what Orla learns on the journey. -Compare elements of the new story with the original fairytale of The Snow Queen, identifying how the elements from the original are echoed but transformed in the contemporary story. 	<ul style="list-style-type: none"> -Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - make comparisons within and across books. -summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Discuss and write about the text. 	<ul style="list-style-type: none"> -Read a science fiction novel. -Explore further linked texts. -Read a book with an unusual narrator – an android – that only knows or chooses to tell part of the story. - Make links with other sci-fi narratives and stories about AI, drawing on knowledge to support plot prediction and review. -Explore themes: friendship, truthfulness, moral questions about AI. -Identify and discuss pivotal points in the plot. -Clarify less familiar words and phrases – strategy checks and throughout. -Locate evidence in text when answering questions. 	<ul style="list-style-type: none"> -Read a graphic novel dealing with a complex story and challenging themes. -Read a range of texts about refugees from different culture -Use cards and sentence starters to explore themes within the main text and how these relate to different characters. -Sort themes from most powerful to more minor aspects. -Compare common themes across several texts. -Log questions and share to problem solve as a group. -Use a Story Emotions graph to track the character's feelings at 	<ul style="list-style-type: none"> -Identifying the book's 'message' and making links between other texts, including visual and moving image, on a similar theme. - Noting things that puzzle or interest about the plot, presentation, etc - Inferring from text and images. -Predicting from images and word definitions.- Summarising the main mood/message/events and identifying when and how these changes throughout the story -Explain ideas with reference to the text. -Articulate fuller responses. 	<ul style="list-style-type: none"> -Summarise the theme/message of the story by grouping and discussing words from the text. -Create an 'inside-outside' picture of character to identify what is told and what is shown. -Examine how the father is portrayed and consider whether he is in control of his dream. -Use evidence from the text to justify thinking about the father and son's relationship. -Focus on the author's word choices and the effect of these. -Justify viewpoint through discussion.

			<p>in reading journals.</p> <ul style="list-style-type: none"> -Use strategies for meaning-making revised and modelled during the sessions in their independent reading. - Discuss Orla's changing feelings throughout the story and the events that contribute to this. -Use knowledge about the Snow Queen from other stories/films to predict possibilities for this story. -Map the journey that Orla takes as a summary of the whole story, with key words/phrases and explain the inclusion of details. -Compare the interplay between the language of the modern 		<ul style="list-style-type: none"> -Recognise and describe Sarah's conflicting feelings by inferring from what she says and does as told by the robot, and from the story structure (especially chapters 10-14). - Recognise and describe Ivy's thoughts and 'feelings' by inferring from what she does, chooses to narrate, and how, throughout. -Predict, prior to reading, from the cover and blurb – image and text. -Draw upon knowledge of (sci-fi) narrative structure to inform plot prediction. -Explore the purpose and meaning of italicised and emboldened words, and other formatting/layout. -Consider the structure and content of chapters 10-14, 	<p>different points during the story.</p> <ul style="list-style-type: none"> -Explore the reasons for the emotion which drives the character's actions and thoughts. -Consider how words and illustrations combine to provide meaning. 		
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real-world story and that of the magical one so that boundaries are blurred for the reader in terms of what is real/not real in the story. -Identify language that indicates the slipping into the magical world.

- Engage in discussions about different aspects of the story in all sessions of the unit.
- Explain their story maps, using details from the story to explain their understanding and parts that made an impact on them.
- Refer to evidence in the text in all the discussions in the sessions.
- Articulate ideas linked to the themes of

how these help readers infer a character's thoughts and emotion.

- Explore and share developing understanding of the book.
- Offer personal responses, consider plot conventions, reflect on themes.
- Referring to evidence in the text to support explanation. - Highlighting examples in and beyond the text when sharing opinions on moral and philosophical questions prompted by events and themes in the novel.

				the story and choose the theme that most accurately represents the meaning to them.					
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