



St Wilfrid's English Curriculum Progression: Reading

Year	Class Text Progression	Word Reading Decoding	Comprehension					
			Developing positive attitudes for reading (pleasure, motivation and vocabulary)	Understanding books they read and those read to them				
				Discussing Reading	Understanding	Inference	Prediction	Authorial Intent
Nurs	Autumn 1: Nursery Rhymes Main texts One fish, two fish, red fish, blue fish Incy Wincy Spider story book From Head to Toe Twinkl twinkl story I can eat a rainbow Old MacDonald had a Farm book Guess how much I love you in the Autumn story Autumn 2: The Woodlands/ Celebrations Woodland/Celebrations Sparks in the sky Light a lamp The Gruffalo Owl babies The very helpful hedgehog The Gingerbread Man We're going on an elf hunt Spring 1: Our amazing world Guess how much I love you in the Winter Goldilocks and the three bears Dragon dance Walking through the jungle Spring 2: At the farm What the ladybird heard Higgie hen The three little pigs Guess how much I love you in the spring The Three Billy Goats Gruff We're going on an egg hunt Summer 1: Living and growing Jack and the beanstalk Busy people police/firefighter books Handa's surprise Summer 2: Come outside! Guess how much I love you in the summer	- Spot and suggest rhymes - Clap syllables in a word. - Know familiar words with the same initial sound such as mum and milk. - Know the sounds s, a, t, p, i, n. - Know the sounds m, d, g, o, c, k, ck. - Know the sounds e, u, h, b, r, f, l.	- Read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. - Talk to an adult about a story that they have enjoyed? - Become increasingly familiar with a wider range of traditional fairy tales.	- Know the names of different parts of a book including the cover, title, author - Know how to handle a book and turn the pages of one at a time, carefully - Know how to read from left to right and top to bottom. - Identify rhymes and clap syllables? Can children	- Know the logos for local supermarkets. - Know and identify a range of signs including bus stop, parking, stop. - Know print has different purposes by exploring menus, magazines, newspapers, labels.			

	Twist and hop minibeast bop The Very Hungry Caterpillar Lucy and Tom at the seaside The Rainbow Fish <u>Nursery Love to Read texts</u> 1) Grandad's Island 2) The Storm Whale 3) On Sudden Hill 4) The Rainbow Bear 5) Jim and the Beanstalk 6) Giraffe's Can't Dance 7) Dragon Post 8) Toys in Space 9) The Dot 10) Lost and Found							
Rec	<u>Autumn 1 (Phase 2)</u> <u>Lilac</u> • Week 1: Unit 1: A Wet Walk (s and a) • Week 2: Unit 1: Nature Shapes (t and p) • Week 3: Unit 2: The Missing Button (i and n) • Week 4: Unit 2: From Seed to Sandwich (m and d) • Week 5: Unit 3: Sets 1 and 2 • Pam Sits in (g and o) <u>Autumn 2 (Phase 2)</u> • Week 1: Unit 3: Sets 1 and 2: Sid's Nits (c and k) • Week 2: Unit 4: Set 3: Dig Sid, Dig! (ck and e) • Week 3: Unit 4: Set 3: Kit and Dog (u and r) • Week 4: Unit 5: Set 4: Get, Set Go! (h and b) • Week 5: Unit 5: Set 4: Tut, Tut Pup (f and ff) • Week 6: unit 5: Set 4: Sid's Pet rat (1 and 11) <u>Spring 1 (Phase 2/3)</u> • Week 1: Unit 5: Set 4: Is it a Pet? (ss) • Week 2: Unit 6: Set 5: Doll is ill, (j and v) • Week 3: Unit 6: Set 5: The bus (w and x) • Week 4: Unit 7: Set 6: Go to bed (y and z) • Week 5: Unit 7: Set 6: Max's box (zz)	• Read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c. • Hear and identify initial sounds in words • Know superpower words I, the, no, go, to, into, her, me, be, he, my, by, she, they, we, are, you, all, was, give, live, said, have, like, do, so, some, come, were, little, there, one, when, out, what • Read and correctly form the sounds: k, ck, e, u, h, b, r, f, l, j, v, w, y, x, z • Blend known sounds in words. • Read and correctly form the sounds qu, ch, th, sh, ng. • Read and correctly form the sounds ai, ee, igh, oa, oo (short), oo (long) • Read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er. • Sound and blend words with Bug Club Phase 2 and 3 sounds. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Read and re-read a selection of books, developing fluency, understanding and enjoyment. • Become increasingly familiar with and retell a wider range of stories, and alternative fairy tales.	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories.			

and qu) - Week 6: Unit 8: Set 7: The fox and the ducks (ch and sh) <u>Spring 2 (Phase 3)</u> - Week 1: Unit 8: Set 7: Quick! Quick! Quick! (th and ng) - Week 2: Unit 9: Set 8: Chick gets lost (ai and ee) - Week 3: Unit 9: Set 8: Mixing muffins (igh and oo) - Week 4: Unit 9/Unit 10: Set 8: Sharon and Flash (Unit 9 oo) (Unit 10 ar) - Week 5: Unit 10: Set 9: Go fish (or and ur) - Week 6: Unit 10: Set 9: The Queen's Plan (ow and oi) <u>Summer 1 (Phase 3)</u> - Week 1: Unit 11: Set 10: Turnips and beetroots (ear and air) - Week 2: Unit 11: Set 10: Up to the stars (ure and er) - Week 3: Revisit Phase 2 and 3: Set 10: On the farm - Week 4: Revisit Phase 2 and 3: Set 11: Eek! A Bug! - Week 5: Revisit Phase 2 and 3: Match a book to previous weeks sounds - Week 6: Revisit Phase 2 and 3: Match a book to previous weeks sounds <u>Summer 1 (Phase 4)</u> - Week 1: Unit 12: Match a book to the previous week's sounds - Week 2: Unit 12: Set 12 - Week 3: Unit 12: Set 12 - Week 4: Unit 12: Set 12 - Week 5: Unit 12: Set 12 - Week 6: Unit 12: Set 12 <u>Reception Love to Read texts</u> - Once There Were Giants - Sally and the Linnet - Pumpkin Soup - The Little Mouse, the Red Ripe Strawberry, and The Big Hungry Bear - The Bumble Bee - Pumpkin Jumpus Dinosaur Rumpus ...If I had a dinosaur - Mr Grumpy's Motor Car							
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	9) Godfrey Is a Frog 10) Superworm							
Year 1	Autumn 1 (Phase 3/4) 1) Week 1: - 2) Week 2: Unit 7 and 8: (qu, ch, sh, th, ng) Phase 3: Set 7: The Fox and the ducks 3) Week 3: Unit 9: (ai, ee, igh, oa, oo) Phase 3: Set 8: Chick gets lost 4) Week 4: Unit 10: (ar, or, ur, ow, oi) Phase 3: Set 9: The Queen's Plan 5) Week 5: Unit 11: (ear, air, ure, ur) Phase 3: Set 10: A green lunch 6) Week 6: Unit 12: Phase 4: Phase 3: Set 11: Panther and the frog 7) Week 7: Unit 13: (wh and ph) Phase 4 Books 8) Week 8: Unit 14: (ay and a_e) What a Winner! Autumn 2 (Phase 5) 9) Week 1: Unit 14: (eigh and ey): Unit 15 (ea) Unit 13: Keeping a pet 10) Week 2: Unit 15 (e_e, ie, ey and y) Unit 14: Dave's big day 11) Week 3: Unit 16 (y and i) Unit 15: Baby sitting Barney 12) Week 4: Unit 16: (y and i) Unit 15: Sunny days, Rainy days 13) Week 5: Unit 17: (ow and o-e) Unit 16: Butterly pie 14) Week 6: Unit 17: (e and oe) Unit 16: Flying high 15) Week 7: Unit 18: (ew and ue) Unit 17: Animal skeletons Spring 1 (Phase 5) 16) Week 1: - 17) Week 2: - 18) Week 3: Unit 18 (u_e and u) 19) Unit 17: Lets set up the fair 20) Week 4: Unit 18 (oul) Unit 19 (aw) 21) Unit 17: The snow monster 22) Week 5: Unit 19 (au and al) 23) Unit 18: Bullfrog is the best 24) Week 6: Unit 20 (ir and er) 25) Unit 19: Boring, boring!	• Apply phonic knowledge and skills as the route to decode words • Be secure with year group phonic expectations • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing taught GPCs • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Identify words which appear again and again • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read multi-syllable words containing taught GPC's. • Read words with contractions and understand use of apostrophe • Read aloud phonetically-decodable books • Read aloud with pace and expression (pause at a full stop; raise voice for a question) • Re-read these books to build up their fluency and confidence in word reading	• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Be encouraged to link what they read or hear read to their own experiences • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and joining in with predictable phrases • Learn to appreciate rhymes and poems, and to recite some by heart • Discuss word meanings, linking new meanings to those already known	• Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them.	• Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading	• Discuss the significance of the title and events • Make inferences on the basis of what is being said and done	• Predict what might happen on the basis of what has been read so far	

<u>Spring 2 (Phase 5)</u> 26) Week 1: Unit 20 (ear) Unit 21 (ou) Unit 19: Creepy-crawly hunt 27) Week 2: Unit 21(oi) Unit 22 (ere) Unit 20: Sunflowers 28) Week 3: Unit 22 (eer and are) Unit 21: At the toy shop 29) Week 4: Unit 23 (c and k) Unit 22: Hairy bears 30) Week 6: Unit 23 (ck and ch) Unit 22: Meerkats <u>Summer 1 (Phase 5)</u> 31) Week 1: Unit 24 (c and sc) Unit 22: Sid and the scarecrow dare 32) Week 2: Unit 24 (st and se) Unit 23: Do-Karts, Go! 33) Week 3: Unit 25: (g and dge) Unit 23: Hungry birds 34) Week 4: Unit 25 (le and mb) Unit 24: Dressed for the job 35) Week 5: Unit 25 (kn and gn) Unit 24: Kat's Great Act 36) Week 6: Unit 26 (wr) Unit 27 (tch) Unit 25: Madge and the beanstalk <u>Summer 2</u> 37) Week 1: Unit 27 (sh alternatives) Unit 25: Giant George and the Robin 38) Week 2: unit 27 (ea and s) Unit 26: Dinosaurs 39) Week 3: Unit 27 (wa and o) Unit 26: The purple monster 40) Week 4: Unit 26: Big spider 41) Week 5: Unit 27: Rabbits 42) Week 6: Unit 27: The itch factor <u>Year 1 Love to Read texts</u> 1) The Bear and the Piano 2) The River 3) The Lost Wolf 4) The Day the Crayons Came Home 5) Meerkat Mail 6) Dolphin Boy 7) Wolves 8) The Snow Dragon 9) Traction Man 10) The Bog Baby							
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Year 2	<u>Autumn 1 (Phase 5)</u> - Week 1: Set 14: Jane and the Jay - Week 2: Set 16: What the wind can do - Week 3: Set 18: The Moonsnoop - Week 4: Set 20: The Third Whirling - Week 5: Set 21: The trout fishing song - Week 6: Set 25: Different homes <u>Autumn 2 (Turquoise)</u> - Week 1: Just the job - Week 2: Yun and the Ice spirit - Week 3: Extreme living - Week 4: Goldilocks and the porridge problem - Week 5: Welcome to the circus - Week 6: The Billy Goats Gruff <u>Spring 1 (Purple)</u> - Week 1: All about Mummies - Week 2: Pirates life at sea - Week 3: School quiz - x8 - Week 4: Yun and the giant bird - Week 5: Goha and the shoes - Week 6: Yun and the fire demon <u>Spring 2 (Gold)</u> - Week 1: The Very Smelly Dragon - Week 2: Sick as a Parrot - Week 3: Animals to the rescue - Week 4: Fossils - Week 5: The Magic Storm - Week 6: The Noises next door <u>Summer 1 (White)</u> - Week 1: All at sea - Week 2: Set sail for school - Week 3: Monkeys - Week 4: Animal self-defense - Week 5: The Genie - Week 6: Sinbad and the valley of diamonds <u>Summer 2 (Lime)</u> - Week 1: Mae in the middle: Music Master - Week 2: Mae in the middle: Super sleuth - Week 3: A volcano wakes up - Week 4: Looking for invisible clues - Week 5: Traffic Jam	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words containing the graphemes taught so far, recognising alternative sounds for graphemes - Read accurately multi-syllable syllables words containing these graphemes - Read words containing common suffixes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read these books to build up their fluency and confidence in word reading - Read aloud with pace and expression and intonation (pause at a full stop, raise voice for question, use commas, question marks and exclamation marks to vary expression)	- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become increasingly familiar with and retell a wider range of stories, and traditional tales - Comment on plot, settings and characters in familiar and unfamiliar stories - Recount main themes and events - Be introduced to non-fiction books structured in different ways - Recognise simple recurring literary language in stories and poetry - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make	- Discuss the sequence of events in books and how items of information are related - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	- Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read, and correcting inaccurate reading	- Make inferences on the basis of what is being said and done - Answer and ask questions	Predict what might happen on the basis of what has been read so far	
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	- Week 6: Rocky and the wolf cub <u>Year 2 Love to Read texts</u> 1) <i>Amazing Grace</i> 2) <i>Gregory Cool</i> 3) <i>Greta and the Giants</i> 4) <i>The Tenthred</i> 5) <i>The Hedgehog</i> 6) <i>Mr Mejella</i> 7) <i>Anne Hibiscus</i> 8) <i>Flat Stanley The Original Classic Adventure</i> 9) <i>George's Marvellous Medicine</i> 10) <i>Fantastic Mr Fox</i>		the meaning clear					
Year 3	<u>Autumn 1</u> - Week 1: Pages 3-13 of <i>While I Am Sleeping</i> - Week 2: Pages 14-24 of <i>While I Am Sleeping</i> - Week 3: Pages 4-5 of <i>Hot Spots and Other Extreme Places to Live.</i> - Week 4: Pages 6-11 of <i>Hot Spots and Other Extreme Places to Live.</i> - Week 5: Pages 12-19 of <i>Hot Spots and Other Extreme Places to Live.</i> <u>Additional Texts from Grammarsaurus</u> <u>1. Non-Chronological Report-Pygmy Hippos</u> <u>2. Instructions-How to stop a T-Rex from terrorising your dinosaur community</u> <u>Autumn 2</u> Week 1: Chapter 1 of <i>King Kafu and the Moon.</i> Week 2: Chapter 2 of <i>King Kafu and the Moon.</i> Week 3: Chapter 3 of <i>King Kafu and the Moon.</i> Week 4: Chapter 4 of <i>King Kafu and the Moon.</i> Week 5: Chapter 5 of <i>King Kafu and the Moon.</i> <u>Additional Texts from Grammarsaurus</u> <u>1.Narrative- Theseus and the Minotaur</u> <u>Assessment week to include</u> <u>Spring 1</u> Week 1: 'Zoo News' in Bright Sparks. Week 2: 'Volcano Alert!' in Bright Sparks Week 3: 'When You Were My Age' in Bright Sparks. Week 4: 'King Kafu and the Seasons' Part 1 in Bright Sparks. Week 5: 'King Kafu and the Seasons' Part 2 in Bright Sparks. <u>Additional Texts from Grammarsaurus</u> <u>1.Diary entry- Howard Carters Discovery</u>	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words that they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - Identify themes and conventions in a wide range of books - Prepare poems and play scripts to read aloud and to perform, showing understanding through	- Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Identify main ideas drawn from more than one paragraph and summarising these	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predict what might happen from details stated and implied	- Discuss words and phrases that capture the reader's interest and imagination - Identify how language, structure, and presentation contribute to meaning

<u>Spring 2</u> Week 1: 'Can You Change the World?' in <i>Bright Sparks</i>. Week 2: 'Not A Word' Part 1 in <i>Bright Sparks</i> Week 3: 'Not A Word' Part 2 in <i>Bright Sparks</i>. Week 4: 'When the Lights Went Out' Part 1 in <i>Bright Sparks</i>. Week 5: 'When the Lights Went Out' Part 2 in <i>Bright Sparks</i>. <u>Assessment week to include</u> <u>Summer 1</u> Week 1: Part 1 of 'The Fountain of Gold' in the <i>Fairy Tales</i> anthology. Week 2: Part 2 of 'The Fountain of Gold' in the <i>Fairy Tales</i> anthology. Week 3: Part 1 of 'The Snow Queen' in the <i>Fairy Tales</i> anthology. Week 4: Part 2 of 'The Snow Queen' in the <i>Fairy Tales</i> anthology. Week 5: 'All About Snow' in the <i>Fairy Tales</i> anthology. <u>Additional Texts from Grammarsaurus</u> <u>1.Recount-Maazine Article, London's Burning</u> <u>2. Recount-Diary- The Sleeping Princess</u> <u>Summer 2</u> Week 1: Chapter 1 of <i>Escape from Black Mountain</i>. Week 2: Chapter 2 of <i>Escape from Black Mountain</i>. Week 3: Chapter 3 of <i>Escape from Black Mountain</i>. Week 4: Chapter 4 of <i>Escape from Black Mountain</i>. Week 5: Chapter 5 of <i>Escape from Black Mountain</i>. <u>Assessment week to include</u> <u>Year 3 Love to Read' texts</u> 1) Bear Rescue 2) Matilda 3) The Butterfly Lion 4) The Iron Man 5) The Magic Faraway Tree 6) The Enchanted Wood 7) The faraway Tree 8) How to Tame Your Dragon 9) The Boy Who Grew Dragons 10) Diary of a Whippy Kid 11) How to Wash a Woolly Mammoth		intonation, tone, volume and action • Recognise some different forms of poetry					
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Year 4	<u>Autumn 1</u> Week 1: Pages 1-11 of <i>Mary Anning: The Girl Who Cracked Open the World</i> Week 2: Pages 12-21 of <i>Mary Anning: The Girl Who Cracked Open the World</i> Week 3: Pages 22-32 of <i>Mary Anning: The Girl Who Cracked Open the World</i>. Week 4: Pages 1-11 of <i>Death of the Dinosaurs</i>. Week 5: Pages 12-24 of <i>Death of the Dinosaurs</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Non-Chronological Report- Henri-Rousseau</u> <u>2. Character description- Aspidochelone</u> <u>Autumn 2</u> Week 1: Chapter 1 of <i>The Song of Sky and Sand</i>. Week 2: Chapter 2 of <i>The Song of Sky and Sand</i>. Week 3: Chapter 3 of <i>The Song of Sky and Sand</i>. Week 4: Chapter 4 of <i>The Song of Sky and Sand</i>. Week 5: Chapter 5 and 6 of <i>The Song of Sky and Sand</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Setting description- The Rainforest</u> <u>Assessment week to include</u> <u>Spring 1</u> Week 1: 'The Mystery of the Red Moon' Part 1 in <i>Daring Deeds</i>. Week 2: 'The Mystery of the Red Moon' Part 2 in <i>Daring Deeds</i>. Week 3: 'Hummingbird' in <i>Daring Deeds</i>. Week 4: 'The Race to the Pole' in <i>Daring Deeds</i>. Week 5: 'Leaving Home' in <i>Daring Deeds</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Instructions- How to survive a Viking Raid</u> <u>Spring 2</u> Week 1: 'Pigeons Rule the Roost!' in <i>Daring Deeds</i>. Week 2: 'Nanuck's Tale' Part 1 in <i>Daring Deeds</i>. Week 3: 'Nanuck's Tale' Part 2 in <i>Daring Deeds</i>. Week 4: 'The Secret in the Attic' Part 1 in <i>Daring Deeds</i>. Week 5: 'The Secret in the Attic' Part 2 in <i>Daring Deeds</i>. <u>Assessment week to include</u> <u>Summer 1</u> Week 1: Part 1 of 'Seán and the Sea-Maiden' in	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words that they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Identify themes and conventions in a wide range of books • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognise some different forms of poetry	• Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Ask questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarising these	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Predict what might happen from details stated and implied	• Discuss words and phrases that capture the reader's interest and imagination • Identify how language, structure, and presentation contribute to meaning

	the <i>Myths of the Sea</i> anthology. Week 2: Part 2 of 'Seán and the Sea-Maiden' in the <i>Myths of the Sea</i> anthology. Week 3: Part 1 of 'Odysseus and the Monster' in the <i>Myths of the Sea</i> anthology. Week 4: Part 2 of 'Odysseus and the Monster' in the <i>Myths of the Sea</i> anthology. Week 5: 'Real Sea Monsters' in the <i>Myths of the Sea</i> anthology. Additional Texts from Grammarsaurus <u>1. Instructions- How to train your dragon</u> <u>2. Diary entry- New boy at school</u> Summer 2 Week 1: Chapters 1 and 2 of <i>A Tale of Two Poggles</i>. Week 2: Chapters 3 of <i>A Tale of Two Poggles</i>. Week 3: Chapters 4 of <i>A Tale of Two Poggles</i>. Week 4: Chapters 5 of <i>A Tale of Two Poggles</i>. Week 5: Chapters 6 of <i>A Tale of Two Poggles</i>. Assessment week to include Year 4 Love to Read' texts 1) Bear Rescue 2) Rumble Star 3) Twist of Gold 4) Mr Nobody's Eyes 5) The Peppermint Pig 6) Charlotte's Web 7) The Twits 8) The Accidental President 9) How to Train your Dragon 10) Matilda							
Year 5	Autumn 1 Week 1: <i>Under My Feet</i>. Week 2: Pages 1-5 of <i>The King in the Car Park</i>. Week 3: Pages 6-11 of <i>The King in the Car Park</i>. Week 4: Pages 12-17 of <i>The King in the Car Park</i>. Week 5: Pages 18-24 of <i>The King in the Car Park</i>. Additional Texts from Grammarsaurus <u>1. Non-Chronological Report- Mother Earth</u> <u>2. Setting Description- Rural Africa</u> Autumn 2 Week 1: Chapter 1 of <i>Below Deck: A Titanic Story</i>. Week 2: Chapter 2 of <i>Below Deck: A Titanic Story</i>. Week 3: Chapter 3 of <i>Below Deck: A Titanic Story</i>. Week 4: Chapter 4 of <i>Below Deck: A Titanic Story</i>. Week 5: Chapter 5 of <i>Below Deck: A Titanic Story</i>.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes - Increase familiarity with a wide range of books, including	- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Retrieve, record and present information from non-fiction - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and	- Ask questions to improve their understanding - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Distinguish between statements of fact and opinion - Explain and discuss their	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predict what might happen from details stated and implied	- Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Provide

<u>Additional Texts from Grammarsaurus</u> <u>1.Diary entry- A day in the life of a street child</u> <u>Assessment week to include</u> <u>Spring 1</u> Week 1: 'The Hidden Heart of Me' in <i>Incredible Quests</i>. Week 2: 'New York: The Making of a City' in <i>Incredible Quests</i>. Week 3: 'Escape at Bedtime' in <i>Incredible Quests</i>. Week 4: 'Adrift in New York' Part 1 in <i>Incredible Quests</i>. Week 5: 'Adrift in New York' Part 2 in <i>Incredible Quests</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Newspaper report- Headless horseman horror</u> <u>Spring 2</u> Week 1: 'Wild Animals Are Not Pets!' in <i>Incredible Quests</i>. Week 2: 'Wind Runner and the Hunt' Part 1 in <i>Incredible Quests</i>. Week 3: 'Wind Runner and the Hunt' Part 2 in <i>Incredible Quests</i>. Week 4: 'The Londorium Transportium' Part 1 in <i>Incredible Quests</i>. Week 5: 'The Londorium Transportium' Part 2 in <i>Incredible Quests</i>. <u>Assessment week to include</u> <u>Summer 1</u> Week 1: Part 1 of 'The Legend of Sir Gareth' in <i>Tales of Hidden Heroes</i>. Week 2: Part 2 of 'The Legend of Sir Gareth' in <i>Tales of Hidden Heroes</i>. Week 3: Part 1 of 'The Secret of Mulan' in <i>Tales of Hidden Heroes</i>. Week 4: Part 2 of 'The Secret of Mulan' in <i>Tales of Hidden Heroes</i>. Week 5: 'Jousting: The Sport of Knights' in <i>Tales of Hidden Heroes</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Narrative- The Legend of Robin Hood</u> <u>2. Persuasive leaflet- Visiting the Alps</u> <u>Summer 2</u> Week 1: Chapters 1 and 2 of <i>The Longest Night</i>. Week 2: Chapters 3 of <i>The Longest Night</i>.		myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommend books that they have read to their peers, giving reasons for their choices • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	others' ideas and challenging views courteously	understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary			reasoned justifications for their views
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	Week 3: Chapters 4 of <i>The Longest Night</i>. Week 4: Chapters 5 of <i>The Longest Night</i>. Week 5: Chapters 6 of <i>The Longest Night</i>. <u>Assessment week to include</u> <u>Year 5 Love to Read texts</u> 1) <i>Street Child</i> 2) <i>Daniel Pennac the eye of the wolf</i> 3) <i>The Explorer</i> 4) <i>The House with Chicken Legs</i> 5) <i>Artemis Fowl and the Lost Guardian</i> 6) <i>Oliver Twist</i> 7) <i>Clockwork</i> 8) <i>A Series of unfortunate Events</i> 9) <i>Denny the Champion of the World</i> 10) <i>Artemis Fowl and the Atlantis Complex</i>							
Year 6	<u>Autumn 1</u> Week 1: Chapter 1 of <i>Oliver Twist</i>. Week 2: Chapter 2 of <i>Oliver Twist</i>. Week 3: Chapter 3 of <i>Oliver Twist</i>. Week 4: Chapter 4 of <i>Oliver Twist</i>. Week 5: Chapter 5 of <i>Oliver Twist</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Non-Chronological Report- What is Fair Trade?</u> <u>2. Recount- Diary- Mary Anning's Diary</u> <u>Autumn 2</u> Week 1: Chapters 1 and 2 of <i>The Road to Freedom</i>. Week 2: Chapters 3 and 4 of <i>The Road to Freedom</i>. Week 3: Chapters 5 of <i>The Road to Freedom</i>. Week 4: Chapters 6 and 7 of <i>The Road to Freedom</i>. Week 5: Chapters 8 and 9 of <i>The Road to Freedom</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Newspaper- New species discovered on the Galapagos</u> <u>Assessment week to include</u> <u>Spring 1</u> Week 1: 'Flood Alert!' in <i>Risks and Thrills</i>. Week 2: 'From A Railway Carriage' in <i>Risks and Thrills</i>. Week 3: 'The Red Lady' Part 1 in <i>Risks and Thrills</i>. Week 4: 'The Red Lady' Part 2 in <i>Risks and Thrills</i>. Week 5: 'Haiku Year' in <i>Risks and Thrills</i>. <u>Additional Texts from Grammarsaurus</u>	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • 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 • Recommend books that they have read to their peers, giving reasons for their choices	• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Retrieve, record and present information from non-fiction • 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	• Ask questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Distinguish between statements of fact and opinion • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Predict what might happen from details stated and implied	• Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Provide reasoned justifications for their views

	<u>1.Setting description- Whitby Abbey</u> <u>Spring 2</u> Week 1: 'The Cake Catastrophe' Part 1 in <i>Risks and Thrills</i>. Week 2: 'The Cake Catastrophe' Part 2 in <i>Risks and Thrills</i>. Week 3: 'Switched!' Part 1 in <i>Risks and Thrills</i>. Week 4: 'Switched!' Part 2 in <i>Risks and Thrills</i>. Week 5: 'Pukka!' in <i>Risks and Thrills</i>. <u>Assessment week to include</u> <u>Summer 1</u> Week 1: Chapter 1 of <i>Beyond the Horizon</i>. Week 2: Chapter 2 of <i>Beyond the Horizon</i>. Week 3: Chapter 3 of <i>Beyond the Horizon</i>. Week 4: Chapter 4 of <i>Beyond the Horizon</i>. Week 5: Chapter 5 of <i>Beyond the Horizon</i>. <u>SAT's week to include</u> <u>Summer 2</u> Week 1: Pages 2-11 of <i>The Tree</i>. Week 2: Pages 12-24 of <i>The Tree</i>. Week 3: Pages 4-13 of <i>A Tsunami Unfolds</i>. Week 4: Pages 14-23 of <i>A Tsunami Unfolds</i>. Week 5: Pages 24-31 of <i>A Tsunami Unfolds</i>. <u>Additional Texts from Grammarsaurus</u> <u>1.Narrative- The Secret of Gulliver's Cover</u> <u>2. Discussion- Should fast brand fashion be banned?</u> <u>Year 6 'Love to Read' texts</u> 1) Kensuke's Kingdom 2) Boy in the Tower 3) Goodnight Mr Tom 4) Iliad and the Odyssey 5) Middle Earth 6) War Horse 7) Letters from the Lighthouse 8) Wonder 9) Treasure Island 10) Enjiher		- Identify and discuss themes and conventions in and across a wide range of writing - Make comparisons within and across books - Learn a wider range of poetry by heart - Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					
Year 7			Develop an appreciation and love of reading,	Re-read books encountered earlier to increase	Understand increasingly challenging texts	Make inferences and refer to evidence in the		Read critically through knowing how language,

			and read increasingly challenging material independently through • Read a wide range of fiction and non-fiction, including in particular whole books, short stories and poems with a wide coverage of genres, historical periods, forms and authors, including high-quality works from: English literature pre-1914. • Study a range of authors, including at least two authors in depth each year. • Choose reading books independently for challenge, interest, and enjoyment	familiarity with them and provide a basis for making comparisons.	through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • Check their understanding to make sure that what they have read makes sense. • Recognise a range of poetic conventions and understand how these have been used	text		including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Study setting, plot, and characterisation and the effects of these
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