



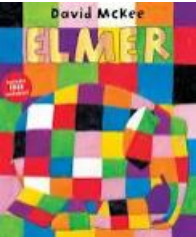




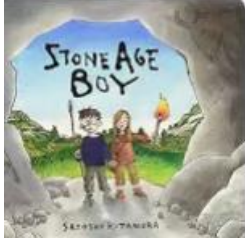
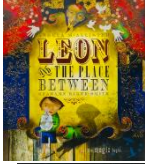
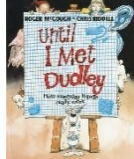
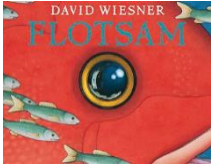
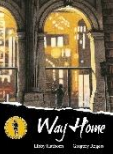


Recap and skills development /taught	Speaking and listening and Writing
We Intend:	<ul style="list-style-type: none">• for pupils to acquire a wide vocabulary for spoken language• for pupils to rehearse their writing orally• for pupils to use discussion in order to learn, to elaborate and to explain clearly their understanding and ideas• for pupils to be competent in the arts of speaking and listening: presenting, sharing, participating and debating• for pupils to have the confidence to speak in front of an audience.• for pupils to write clearly, accurately and coherently, adapting their language an style for a range of contexts, purposes and audiences• for pupils to acquire the ability to plan, draft, edit and publish their written work• for pupils to know and apply the key technicalities of spelling, punctuation and grammar
Implementation:	<p>At Kidgate, we value the power of reading and acknowledge the role that discussion and oral rehearsal plays in our understanding of the written word as well as the importance of teacher modelling of the writing process. Well-chosen texts form an integral part of our teaching of writing, which is implemented across the school. Children listen to, retell and internalise genre specific language features and learn new vocabulary giving them the confidence and tools to write themselves – imitate, innovate and invent. Powerful teaching techniques such as shared and guided writing mean children are exposed to high quality demonstration, exploration and discussion of the choices writers make. Children use a progressive planning, drafting, editing and publishing process to improve their work and, alongside effective feedback, become reflective, resilient learners.</p> <p>Focussed daily spelling and weekly grammar lessons provide opportunities for children to explore the complexities of the English language, including morphology, structure and meaning.</p>
Impact:	<p>The children will become increasingly independent and responsible for selecting and using writing strategies: planning, drafting, sharing, evaluating, editing and publishing. Their transcription skills will become increasingly automatic in order for pupils to focus on writing composition, and they will be prepared for the next stage in their learning.</p>

EYFS English Overview

<p>Core texts:</p> <p>Elmer</p> <p>Ten Little Superheroes</p> <p>Supertato</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>	<p>Core texts:</p> <p>The Quiet Little Firework</p> <p>Poppies (animation)</p> <p>The Jolly Christmas Postman</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>	<p>Core texts:</p> <p>The Magic Porridge Pot</p> <p>The Gingerbread Man</p> <p>The Great Fairytale Disaster</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>	<p>Core texts:</p> <p>The Little Red Hen</p> <p>A Squash and a Squeeze</p> <p>What the Ladybird Heard</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>	<p>Core texts:</p> <p>The Very Hungry Caterpillar</p> <p>Jack and the Beanstalk</p> <p>Norman the Slug with the Silly Shell</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>	<p>Core texts:</p> <p>The Lighthouse Keepers Lunch</p> <p>The Under the Sea Cleaning Spree</p> <p>Bright Stanley</p> <p>Alternated 1x week vocab focused on core text, 1x week Drawing Club</p>
<p style="text-align: center;"><u>Comprehension</u></p> <p>Can I engage in extended vocabulary about stories? Can I use new vocabulary when talking about stories? Do I have confidence to retell a story? Can I re-read books? Do I enjoy books</p> <p style="text-align: center;"><u>Word Reading</u></p> <p>Can I read individual letters by saying the sound? Can I orally blend?</p> <p style="text-align: center;"><u>Writing</u></p> <p>Can I form most letters accurately? Can I write my name? Can I identify sounds when spelling words? Can I write the sounds I can hear in words?</p>	<p style="text-align: center;"><u>Comprehension</u></p> <p>Can I talk about key events in stories?</p> <p style="text-align: center;"><u>Word Reading</u></p> <p>Can I blend to read CVC words? Can I read and say simple phrases? Can I read some common exception words??</p> <p style="text-align: center;"><u>Writing</u></p> <p>Can I write my name? Can I form lower case letters and some capital letters correctly? Can I begin to write a short sentence? Can I read what I have written? Can I begin to use a capital letter and full stop when writing a short sentence?</p>	<p style="text-align: center;"><u>Comprehension</u></p> <p>Do I show an understanding of what is being read to me? Can I retell a story using my own words? Can I anticipate a key event? Can I use and understand new vocabulary?</p> <p style="text-align: center;"><u>Word Reading</u></p> <p>Can I say a sound for each letter in the alphabet? Can I say a sound for at least 10 digraphs? Can I read a sentence? Can I read some common exception words?</p> <p style="text-align: center;"><u>Writing</u></p> <p>Can I write recognisable letters? Can I form most letters correctly? Can I identify sounds to spell words? Can I write phonetically plausible words and sentences? Can I write simple phrases and sentences that can be read by others?</p>			

Picture books and SPaG focus.

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Core texts: Supertato</p>  <p>10 Little Superheroes</p>  <p>Elmer</p> 	<p>Core texts: Oi Frog</p>  <p>Gruffalo</p> 	<p>Core texts: 'Here we are'</p>  <p>The Bear and the Piano</p> 	<p>Core texts: 'Stone Age Boy'</p> 	<p>Core texts: 'Leon and the place in between' 'Until I met Dudley'</p>  	<p>Core texts 'Flotsam'</p> 	<p>Core texts: 'Way Home'</p> 

Classic Books

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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<p>Core text:</p>	<p>Core text:</p>	<p>Core text: 'The Tiny Seed'</p> 	<p>Core text: 'The Iron Man'</p> 	<p>Core text: 'Stuart Little'</p> 	<p>Core text: 'The Borrowers'</p> 	<p>Core text: 'Hamlet'</p>  <p>'King Lear'</p>
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Traditional Tales

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Core text:</p>	<p>Core text:</p>	<p>Core text: 'The True Story of the Three Little Pigs'</p> 	<p>Core text: 'The Diary of Big Bad Wolf'</p> 	<p>Core text: 'Tales of Wisdom and Wonder'</p> 	<p>Core text: 'Frankinstiltskin'</p> 	<p>Core text: 'A Story Like the Wind'</p> 

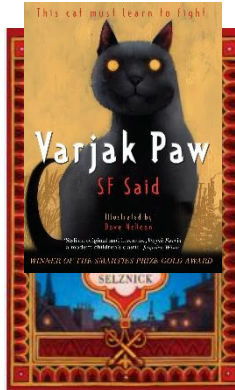
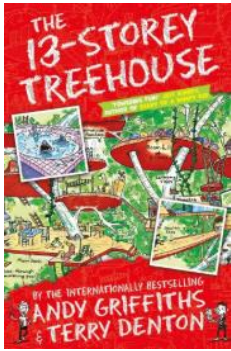
Books with simple plots or an informal style

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Core texts:	Core texts:	Core text: 'A Perfect Spot'	Core text: 'Escape from Pompeii'	Core text: 'The Hodgeheg'	Core text: 'The Worst Children's Jobs in History'	Core text: 'Voyage of the Sparrowhawk'
						

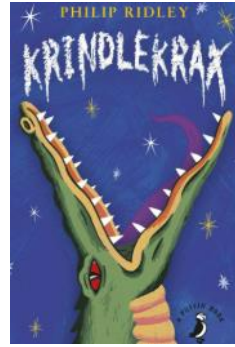
Books with complicated/emotional themes, non-linear plots or unreliable narrators

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Core texts:	Core texts:	Core text: 'The Flower'	Core text: 'Running on the roof of the world'	Core text: 'The Wild Robot'	Core text: 'The Nowhere Emporium'	Core texts: 'Boy in the Tower'
						
					Wonder'	"Orel"

The Invention of Hugo Cabret
 'Varjak Paw'
 '13-storey treehouse'



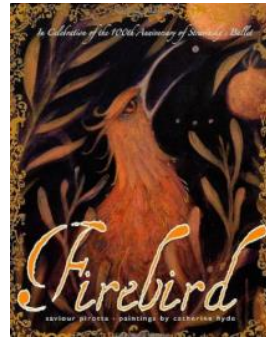
'Krindlekrax'



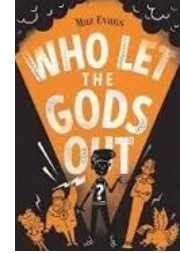
The Firework-Maker's Daughter
 'Winter's Child'



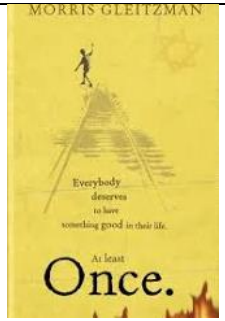
'Fergus Crane'
 'Firebird'



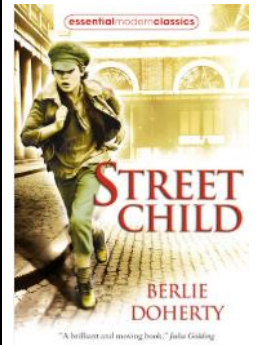
'Who let the Gods out?'



'Roof Toppers'



'Street Child'



Non-fiction

EYFS

Year 1


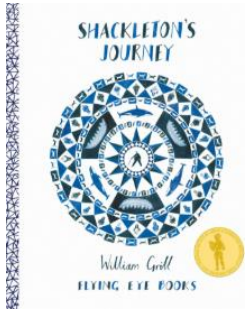
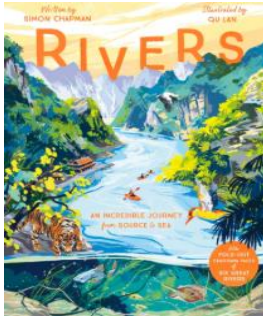

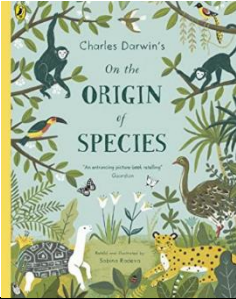
Year 2

Year 3

Year 4

Year 5

Year 6

Core texts:	Core texts:	Core texts: <i>'A Walk in London'</i> 	Core text: <i>'Shackleton's Journey'</i> 	Core text: <i>'Rivers'</i> 	Core text: <i>'A galaxy of her own'</i> 	Core texts: <i>'Charles Darwin's On the Origins of Species.'</i> 
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<u>Writing Genre Overview:</u>					
Narrative Recount Instructions Poetry Labels, Lists and Captions	<u>T1</u> Narrative Non-Chronological report Poetry Recount Explanation	<u>T1</u> Narrative Persuasion Poetry Recount Instructions	<u>T1</u> Narrative Explanation Persuasion Play script	<u>T1</u> Narrative Persuasion Recount Informal Letter Non –chronological report	<u>T1</u> Narrative Non –chronological report Persuasion Recount Discussion	
	<u>T2</u> Non-Chronological report Narrative Instruction Explanation Recount	<u>T2</u> Narrative Formal Letters Explanation Non chronological report Persuasion	<u>T2</u> Narrative Poetry Formal letters Recount Persuasion	<u>T2</u> Narrative Explanation Recount Poetry Non chronological report	<u>T2</u> Narrative Poetry Biography Recount Formal letters	
	<u>T3</u> Narrative Persuasion Poetry Recount Non-chronological report	<u>T3</u> Narrative Instructions Poetry Play script Non –chronological report	<u>T3</u> Narrative Poetry Non- chronological report Explanation Play script	<u>T3</u> Narrative Discussion Persuasion Formal letters Explanation	<u>T3</u> Narrative Explanation Poetry Play script Non chronological report	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<i>Spag overview:</i>	<i>Spag overview:</i>	<i>Spag overview:</i>	<i>Spag overview:</i>	<i>Spag overview:</i>	<i>Spag overview:</i>	<i>Spag overview:</i>

	<ul style="list-style-type: none"> • leave a space between words • use a capital letter at the beginning of a sentence • use a full-stop to demarcate sentences • letter formation • sentence structure • capital letter – names and personal pronoun, days of week • conjunctions • questions • exclamations 	<ul style="list-style-type: none"> • capital letters including proper nouns • using full-stops • using exclamation marks • using question marks • joining words and clauses with 'and' • commas • word classes • conjunctions • sentence types • apostrophes • sentence types • tenses 	<ul style="list-style-type: none"> • Capital letters and full stops – sentence structures. • learn how to use expanded noun phrases • learn to use new and familiar punctuation correctly • How the grammatical patterns in a sentence indicate its function: question, statement, exclamation and command. • Coordination • Subordination • Commas to separate lists • Apostrophe – contraction and singular possession • Present and past tenses correctly – including progressive form. • Determiners • Conjunctions • Adverbs • Preposition • Speech • Tenses • Paragraphs and organisation 	<ul style="list-style-type: none"> • Capital letters and full stops – sentence structures. • Use the form a or an • Expand the range if sentences with more than one clause – when, if, because, although • Express time, place and cause using conjunctions, adverbs, and prepositions. • Inverted commas to punctuate direct speech • Tenses - present perfect form • Paragraphs as a way to group related material. • Pronoun • Fronted adverbials • Speech • Apostrophe • Noun phrases 	<ul style="list-style-type: none"> • Capital letters and full stops – sentence structures. • Choosing nouns and pronouns appropriately – clarity and cohesion and avoid repetition. • Expand noun phrases • Use fronted adverbials and punctuate correctly • Punctuate direct speech – for example comma after the reporting clause and punctuation within inverted commas. • Relative clauses • Model verbs • Adverbs • Parenthesis • Tenses • Bullet points and cohesion 	<ul style="list-style-type: none"> • Capital letters and full stops – sentence structures. • Relative clauses • Degrees of possibility –model verbs, adverbs • Dashes, brackets and commas to indicate parenthesis • Expanded noun phrases for concise information • Perfect form of verbs to mark relationships of time and cause • Commas to avoid ambiguity. • Subjunctive form • Active and passive • Formal and informal • Punctuation – colon and semi-colon • hyphen
	Year 1 Spelling Overview:	Year 2 Spelling Overview:	Year 3 Spelling Overview:	Year 4 Spelling Overview:	Year 5 Spelling Overview:	Year 6 Spelling Overview:

	<ul style="list-style-type: none"> the sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word The sound spelt n before g 'ng' The sound spelt n before k 'nk' the sound /ch/ spelt 'ch' The sound /ch/ spelt 'tch' The sound v The /v/ sound at the end of words spelt with 've' 	<ul style="list-style-type: none"> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u 	<ul style="list-style-type: none"> Words with the long /ai/ sound spelt with ei Words with the long /ai/ sound spelt with ey Words with the long /ai/ sound spelt with ai Words with /ur/ sound spelt with ear Homophones & near homophones 	<ul style="list-style-type: none"> Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') Homophones & near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') 	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones 	<ul style="list-style-type: none"> Ambitious Synonyms: Adjectives Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity
	<ul style="list-style-type: none"> The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sounds 	<ul style="list-style-type: none"> The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /il/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words 	<ul style="list-style-type: none"> Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) 	<ul style="list-style-type: none"> Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /a/, /oo/ or /or/ sound Statutory Spellings Challenge Words 	<ul style="list-style-type: none"> Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & near homophones 	<ul style="list-style-type: none"> Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro-or mini-

	<ul style="list-style-type: none"> The trigraph 'igh' The vowel digraph 'ar' The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding -er and -est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words 	<ul style="list-style-type: none"> Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding ing -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll Common Exception Words 	<ul style="list-style-type: none"> Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix misCreating negative meanings using prefix disWords with a /k/ sound spelt with 'ch' 	<ul style="list-style-type: none"> Homophones & near homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words 	<ul style="list-style-type: none"> Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words
	<ul style="list-style-type: none"> The sound /k/ spelt with 'k' not 'c', before e, i and y The split vowel digraphs 'a-e' and 'e-e' The split vowel digraphs 'i-e' 'o-e' The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' – very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' 	<ul style="list-style-type: none"> The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's' Common Exception Words 	<ul style="list-style-type: none"> Homophones & near homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words 	<ul style="list-style-type: none"> Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/ -er 	<ul style="list-style-type: none"> Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words 	<ul style="list-style-type: none"> Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words,

						<ul style="list-style-type: none"> showing how words are related in form and meaning Statutory Spelling Challenge Words
	<ul style="list-style-type: none"> The vowel digraphs 'ow' and 'ou' Words ending with the sound /ee/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraphs 'air' and 'are' The vowel trigraph 'ear' 	<ul style="list-style-type: none"> The suffixes –ment, -ness and -ful The suffixes –less and –ly Words ending in -tion Contractions The possessive apostrophe Common Exception Words 	<ul style="list-style-type: none"> Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning 	<ul style="list-style-type: none"> Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'i' become 'i' and words ending in 'our' become 'or') Adding the suffixous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner 	<ul style="list-style-type: none"> Unstressed vowels in polysyllabic words Adding verb prefixes de- and re Adding verb prefix overConvert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al 	<ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly
	<ul style="list-style-type: none"> New consonant spelling 'ph' and 'wh' Adding the prefix –un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words 	<ul style="list-style-type: none"> Homophones and near homophones Conjunctions Months of the year/time Months of the year/time Question Words SPaG terms 	<ul style="list-style-type: none"> Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Words ending with a /chuh/ sound spelt as 'ture' Silent Letters Revision 	<ul style="list-style-type: none"> Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related 	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with –cious Words with endings that sound like /shuhs/ spelt with –tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones 	<ul style="list-style-type: none"> Synonyms & Antonyms

				in form and meaning • Statutory Spellings Challenge Words		
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KIDGATE PRIMARY ACADEMY

'Growing kind hearts and curious minds'

English - reading

Intent:

We aim for children to have acquired the essential characteristics of good readers:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Implementation:

At Kidgate, we understand that reading is the gateway to learning. As part of the 'Reading Pledge' we are committed to ensure all children have the opportunities to develop into lifelong readers. Reading is a life skill that every child should be entitled to have -a vocabulary- rich experience where enquiring minds are free to explore the diversity and richness of the world around them. Reading purposefully, frequently and for pleasure is crucial to supporting well-being, curiosity and academic success.

For our younger children, we use a systematic synthetic phonics programme called *Read, Write inc*, ensuring children read decodable books that match their phonics level. We also pride ourselves on our culture of reading for pleasure across the school: teachers read to their class on a daily basis and each class visits the library once per week – accessing a wide range of books. Every child in our school accesses and selects our 'Reading for pleasure' range of books that are shared at both home and school – promoting a love of reading and understanding. We also have a termly 'drop everything and read' where our children share their love of reading with their peers – across the school. Supporting this, a broad and diverse range of texts, and poems, are studied by pupils all the way through their school life.

Impact:

Pupils will develop detailed knowledge and skills as they progress through our Reading curriculum. They will develop a receptive and expressive vocabulary, and they will become fluent readers, with a reading style that supports their comprehension. They will confidently be able to predict, question, clarify, summarise, infer and activate prior knowledge. They will want to read for pleasure and enjoyment and be immersed in reading.

<p>Content domain KS1</p> <p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1c identify and explain the sequence of events in texts</p> <p>1d make inferences from the text 1e predict what might happen on the basis of what has been read so far.</p> <p style="padding-left: 40px;">1e predict what might happen on the basis of what has been read so far</p>	<p>Content domain KS2</p> <p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p>
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Progression in Reading:

Phonics and Decoding:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT) Read some taught common	apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes	apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

	exception/ high frequency and familiar words. (LIT) Read sentences made up of words with taught sounds and common exception words. (LIT)	read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, - ing, -ed, -er and - est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra	alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending				
Progression in meaning of words:							
N.C: Vocabulary:		Discuss word meanings and link new meanings to words already known	Discuss and clarify the meanings of words and link new meanings to known vocabulary	Explore the meaning of words in context	Explore the meaning of words in context	Explore the meaning of words in context	Explore the meaning of words in context
Skills:		<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns. For example: rhymes 	<ul style="list-style-type: none"> • Discuss and clarify the meaning of words linking new meaning to known vocabulary. • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context. • Use dictionaries to check the meanings of words they have read. • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context. • Use dictionaries to check the meanings of words they have read. • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context. 	<ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context.

		<ul style="list-style-type: none"> Pick out some key phrases in fairy stories and traditional tales With support, pick out some key words in a text e.g find a word about feelings. 	<ul style="list-style-type: none"> words and phrases Pick out key words or phrases in a text e.g. Once upon a time. 				
Progression in Retrieval:							
National Curriculum KS2 (2b)		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poem and other materials, both those that they listen to and those that they read themselves Discuss how items of information are related Answer and ask questions (1b) 	<ul style="list-style-type: none"> Ask questions and improve their understanding of a text Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Ask questions and improve their understanding of a text Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Ask questions and improve their understanding of a text Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Ask questions and improve their understanding of a text Retrieve and record information from non-fiction
Skills		<ul style="list-style-type: none"> Draw on what they already know or on background information from the teacher to understand books. Identify the main character in a story or the subject of a non-fiction text Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Identify main events or key points in texts 	<ul style="list-style-type: none"> Draw on what they already know or on background information from the teacher to understand books. Ask questions and find the answers to simple questions in the text Answer literal retrieval questions about the text Use a range of question prompts to generate relevant 	<ul style="list-style-type: none"> Ask questions and find the answers to simple questions in the text Retrieve and record information from non-fiction Answer literal retrieval questions and locate the information in the text Locate information using skimming Use a contents page and an index page to locate information 	<ul style="list-style-type: none"> Ask questions and find the answers to simple questions in the text Retrieve and record information from non-fiction Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in non-fiction book Use non-fiction features to find information from the text (index, contents, headings 	<ul style="list-style-type: none"> In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract increasingly complex information from a text Plan what information needs to be found with guidance Make simple notes Apply information retrieval skills 	<ul style="list-style-type: none"> In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research using a variety of sources Apply information retrieval skills

		<ul style="list-style-type: none"> Answer literal retrieval questions about the texts 	<p>questions about the text</p> <ul style="list-style-type: none"> Recall simple points from familiar texts Identify main events or key points in texts 		and sub-headings, illustration)	across the curriculum	across the curriculum
Progression in sequencing/summarising							
National Curriculum:		<ul style="list-style-type: none"> Retell key stories, fairy stories and traditional tales, and consider their particular characteristics 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Retell a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details and support the main ideas. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details and support the main ideas.
Skills:		<ul style="list-style-type: none"> Sequence simple story or event and use this to re-enact and retell Identify main event or key point in texts. 	<ul style="list-style-type: none"> Identify main events or key points in texts. Sequence range of stories and events and use this to re-enact and retell 	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these. 	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these. 	<ul style="list-style-type: none"> Use the skill of skimming and scanning to identify key ideas 	<ul style="list-style-type: none"> Use the skills of skimming, scanning, text-marking and note taking to identify key ideas.
Progression in inference:							
National Curriculum:		<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence. 	<ul style="list-style-type: none"> Draw inferences (inferring characters feelings, thoughts and motives from their actions); justify with evidence. 	<ul style="list-style-type: none"> Draw inferences (inferring characters feelings, thoughts and motives from their actions); justify with evidence. 	<ul style="list-style-type: none"> Draw inferences (inferring characters feelings, thoughts and motives from their actions); justify with evidence.
Skills:		<ul style="list-style-type: none"> Give some reasons why things happen 	<ul style="list-style-type: none"> Talk about, and infer, what characters 	<ul style="list-style-type: none"> Discuss the actions and relationships of the main 	<ul style="list-style-type: none"> Empathise with different characters' points of view 		

		<p>or characters change</p> <ul style="list-style-type: none"> • Begin to express a view and use evidence in the text to explain reasons. • Make simple deductions with prompts and help from teacher (for example: what in the text suggest A is not happy?) 	<p>might be thinking or feeling using clues in the text.</p> <ul style="list-style-type: none"> • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions. • Discuss why certain words or phrases make a story funny, scary, exciting. 	<p>characters and justify views using evidence from the text.</p> <ul style="list-style-type: none"> • Discuss the relationship between characters based on dialogue. • Use clues from action, dialogue and description to establish meaning. • Identify themes and conventions in a range of books. 	<p>(implicit and explicit).</p> <ul style="list-style-type: none"> • Identify the use of descriptive and expressive language and build a fuller picture of a character. • Discuss the way that characters respond to a dilemma and make deductions about their motives and feelings. • Discuss the relationship between what characters say and do – o they always reveal what they are thinking? • Discuss moods, feelings and attitudes using inference and deduction. • Identify themes and conventions in a wide range of books. 		
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Progression in Prediction:

N.C		Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied			
Skills:		<ul style="list-style-type: none"> • Make predictions on the basis of what has been read so far 	<ul style="list-style-type: none"> • Make predictions on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • Make predictions based on details stated and implied 	<ul style="list-style-type: none"> • Make predictions based on details stated and implied

		<ul style="list-style-type: none"> Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development. 	<ul style="list-style-type: none"> Predict the events of a story based on the setting described in the opening. Predict how characters might behave from what they say and do and from their appearance. 	<ul style="list-style-type: none"> Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen 	<ul style="list-style-type: none"> Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting. 	<ul style="list-style-type: none"> Make predictions of how a character might change during a story change predictions as events happen Refer to the text to support predictions and opinions. 	<ul style="list-style-type: none"> Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narratives with two parallel threads in it Refer to the text to support predictions and opinions 	
Progression in structure and organisation:								
N.C		<ul style="list-style-type: none"> Discuss the significance of the title and events 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Read books that are structured in different ways. Identify how language, structure, and presentation contribute to meaning. 				
Skills:		<ul style="list-style-type: none"> Distinguish between fiction and non-fiction texts Understand the way that information texts are organised and use this when reading simple texts Understand and use correct terms referring to conventions of print: book, cover, beginning, 	<ul style="list-style-type: none"> Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recounts, lists, instruction) Discuss titles of book and poems Pick out features 	<ul style="list-style-type: none"> Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they 	<ul style="list-style-type: none"> Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, 	<ul style="list-style-type: none"> Identify and discuss the structural devices the author has used to organise the text Identify vocabulary chosen to convey different messages, moods, feelings and attitudes. Pupils should be taught the technical and 	<ul style="list-style-type: none"> Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writers' theme and purpose Analyse how the author has chosen a range of vocabulary to convey different messages, 	

		end, page, word, letter and line	<ul style="list-style-type: none"> used to organise books Compare the layout of different texts/books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about Pick out features that will help to locate information and explain them Pick out and discuss how punctuation helps to organise text Recognise and use the alphabet to help locate information in some books Recognise the opening and closings of different stories 	<ul style="list-style-type: none"> help to group information Discuss why the author has chosen a range of vocabulary to describe a character or a setting 	<ul style="list-style-type: none"> headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes 	<ul style="list-style-type: none"> other terms needed for discussing what they hear and read, such as a metaphor, simile, analogy, imagery, style and effect Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey information over a range of non-fiction texts 	<ul style="list-style-type: none"> moods, feelings and attitudes Describe and evaluate the styles of individual writer and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanations Identify and discuss irony and its effect Comment and compare the language choices the author has made to convey information over a range of non-fiction texts
Progression in language choice:							
N.C:		<ul style="list-style-type: none"> Draw on vocabulary 	<ul style="list-style-type: none"> Discuss their favourite 	<ul style="list-style-type: none"> Discuss words and phrases that capture the readers' interest and imagination 		<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative 	

		<p>provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>words and phrases</p>			<p>language, considering the impact on the reader</p>	
<p>Skills:</p>		<ul style="list-style-type: none"> Recognise and comment on repeating patterns of language e.g rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g repetition, once upon a time, fee fi fo fum 	<ul style="list-style-type: none"> Identify where language is used to create mood or build tension Comment on the choice of author's words to make text funny, scary, exciting Pick out key words or phrases in text (e.g. First/Next, Once upon a time...) 	<ul style="list-style-type: none"> Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choices of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration 	<ul style="list-style-type: none"> Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text 	<ul style="list-style-type: none"> Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g re-tell from a different viewpoint Comment on the use of similes and expressive language to create 	<ul style="list-style-type: none"> Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books Comment on the use of the unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain

						<p>images, sound effects and atmosphere</p> <ul style="list-style-type: none"> • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms. • Justify preferences for an author, poet or a type of text 	<p>underlying themes</p> <ul style="list-style-type: none"> • Identify and discuss the viewpoint in the text e.g recognise that the narrator can change and be manipulated e.g the story has 2 narrators, different character takes over the storytelling • Declare and justify personal preferences for the writers and types of text
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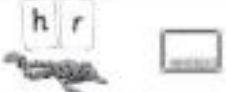




Making Comparisons






N.C		<ul style="list-style-type: none"> • Make connections: 		<ul style="list-style-type: none"> • Make comparison and identify viewpoints 		Make comparison within and across texts and viewpoints	
Skills:		<ul style="list-style-type: none"> • Return to favourite books and rhymes to be re-read and enjoyed • Choose and talk about a favourite book from a selection • Notice relationships between one text and another • Comment and compare interesting or enjoyable aspects of books • Say how they feel about 	<ul style="list-style-type: none"> • Give an opinion about a character's e.g He is cheerful/ unkind character • Discuss the purpose that the writer is intending • Express preference for a story or text • Discuss similarities between fairy stories and traditional tales. 	<ul style="list-style-type: none"> • Recognise that authors make decisions about how the plot will develop • Notice the difference between 1st and 3rd person • Explain why one story/text is preferred to another by identifying specific liked and disliked elements. • Discuss similarities between the same 	<ul style="list-style-type: none"> • Identify a writer's viewpoint • Express personal response • Develop awareness of dilemma and solution by author • Make judgements about the success of the narrative • Discuss similarities between the same author's book and different authors 	<ul style="list-style-type: none"> • Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical) 	<ul style="list-style-type: none"> • Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts • Compare and contrast themes and conventions across a range of appropriate texts • Compare and contrast themes and conventions across a range

		stories and poems during and after reading		author's books <ul style="list-style-type: none"> Discuss how we know a text is set in a different time. 	<ul style="list-style-type: none"> Recognise ways in which writers present issues and points of view in fiction and non-fiction 		of appropriate texts (social, cultural and historical)
Progression in fluency:							
Skills:	To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences	To read <i>and re-read</i> books aloud, that are consistent with their developing phonic knowledge and <i>knowledge of common exception words</i> To re-read to self-correct if meaning is lost	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build fluency and confidence in word reading. To read most words quickly and accurately and fluently without overt sounding and blending, (approximately 90 words per minute as indicator but some children slower and still able to focus on comprehension) To check text makes sense to them as they read and self-correct at point of error	To read out loud confidently using punctuation accurately e.g. pausing appropriately, reading in phrases.	To read out loud confidently and accurately responding to punctuation such as commas, inverted commas and apostrophes. To discuss the meaning of new or unusual words in context e.g. lunchtime monitor, computer monitor, monitor the temperature.	To maintain fluency and accuracy when reading complex sentences, with subordinate clauses. To respond to more sophisticated punctuation (brackets, dashes, commas) To begin to explore how the same word can have different meanings in a new context e.g. attendance register, cash register, noticing something, register of voice, register of communication.	To maintain fluency and accuracy when reading more complex grammatical structures and more sophisticated punctuation (semi-colons, colons) To explore how the same word can have different meanings in different contexts e.g. dissolve, 'He dissolved into tears, Parliament was dissolved.'
Progression in CEW reading:							
Skills:	To read some common	<ul style="list-style-type: none"> To read most Year 1 common exception words, 	To read most Y1 and Y2 common exception words,	<ul style="list-style-type: none"> To read most Y3 common exception words, 	<ul style="list-style-type: none"> To read most Y3 and Y4 common exception words, 	<ul style="list-style-type: none"> To read most Y5 common exception words, 	To read most Y5 and Y6 common exception

	irregular words.	noting unusual correspondences between spelling and sound where these occur in the word.	noting unusual correspondences between spelling and sound and where these occur in the word	noting unusual correspondences between spelling and sound where these occur in the word.	noting unusual correspondences between spelling and sound and where these occur in the word	noting unusual correspondences between spelling and sound where these occur in the word.	words, noting unusual correspondences <ul style="list-style-type: none"> • between spelling and sound and where these occur in the word
Progression in Poetry:							
Skills:	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Early Reading: Children work through the Read, Write inc. phonics programme in EYFS and Key Stage One.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCMs		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3- and 4-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3- and 4-sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4-sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

<p>Purple</p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</p>	<p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>
<p>Pink</p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</p>	<p>Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily</p>
<p>Orange</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily</p>
<p>Yellow</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
<p>Blue</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
<p>Grey</p>		<p>Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words</p>	<p>Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>

Guided Group – KS1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text choice(s): A Child of Books by The Comet The Barnabus Project	Text choice(s): Taking Flight Amelia Earhart	Text choice(s): The Climbers	Text choice(s): The Diary of a Killer Cat	Text choice(s): Hotel Flamingo	Text choice(s): The Owl who was afraid of the dark
  	 				

Year 2 children should:	
Decoding:	<ul style="list-style-type: none"> • apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly • re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression • read accurately by blending, including alternative sounds for graphemes • read Year 2 common exception words, noting unusual correspondences • read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically • read polysyllabic words containing above graphemes • read most words quickly & accurately without overt sounding and blending

- 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, fairy stories and traditional tales
- recognise simple recurring literary language in stories and poetry
- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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 correct inaccurate reading

Year 2 Core skills:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predict what might happen on the basis of what has been read so far (1e)						
Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)						
Discuss the sequence of events in books and how items of information are related (1c)						
Answer and Ask questions (1b)						
Make inferences on the basis of what is being said and done (1d)						

Discuss their favourite words and phrases						
Introduce non-fiction books that are structured in different ways						

Year 3 Coverage:

Year 3 children should:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books 					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core skills:						
Predict what might happen from details stated and implied (2e)						
Explain meaning of words in context (2a)						
Retrieve and record information (2b)						
Use dictionaries to check the meaning of words that they have read						
Identify themes and conventions in a wide range of books						
Discuss words and phrases that capture the reader's interest and imagination (2g)						
Ask questions to improve understanding						
Draw inferences (inferring characters' feelings, thought and motives from their actions; justify with evidence (2d)						
Identify main ideas drawn from more than one paragraph and summarise (2c)						
Identify how language, structure and presentation contribute to meaning (2f)						
Retrieve and record information from non-fiction (2b)						

Year 4 Coverage:

Year 4 children should:	<ul style="list-style-type: none"> • 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 read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Check that the text makes sense to them and discuss their understanding
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	• Participate in discussion about books					
Year 4 Core skills:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predict what might happen from details stated and implied (2e)						
Explain meaning of words in context (2a)						
Retrieve and record information (2b)						
Use dictionaries to check the meaning of words that they have read						
Identify themes and conventions in a wide range of books						
Discuss words and phrases that capture the reader's interest and imagination (2g)						
Ask questions to improve understanding						
Draw inferences (inferring characters' feelings, thought and motives from their actions; justify with evidence (2d)						
Identify main ideas drawn from more than one paragraph and summarise (2c)						
Identify how language, structure and presentation contribute to meaning (2f)						
Retrieve and record information from non-fiction (2b)						

Year 5 Coverage:

Year 5 children should:	<ul style="list-style-type: none"> • 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 read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading
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	<ul style="list-style-type: none"> • Provide reasoned justifications for views • Recommend books to peers 					
Year 5 Core Skills:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predict what might happen from details stated and implied (2e)						
Explain meaning of words in context (2a)						
Retrieve and record information (2b)						
Ask questions to improve understanding						
Identify and discuss themes and conventions						
Make comparisons within and across books (2h)						
Draw inferences (inferring characters' feelings, thought and motives from their actions; justify with evidence (2d)						
Summarise main ideas from more than one paragraph, identifying key details (2c)						
Identify how language, structure and presentation contribute to meaning (2f)						
Evaluate authors' language choice, including figurative language (2g)						
Distinguishing between fact and opinion (2d)						

Year 6 Coverage:

Year 6 children should:	<ul style="list-style-type: none"> • 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 read for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers
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Year 6 Core skills:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predict what might happen from details stated and implied (2e)						
Explain meaning of words in context (2a)						
Retrieve and record information (2b)						
Ask questions to improve understanding						
Identify and discuss themes and conventions						
Make comparisons within and across books (2h)						
Draw inferences (inferring characters' feelings, thought and motives from their actions; justify with evidence (2d)						
Summarise main ideas , identifying key details (2c)						
Identify how language, structure and presentation contribute to meaning (2f)						
Evaluate authors' language choice, including figurative language (2g)						
Distinguishing between fact and opinion						