









Learning & growing together,
taking every opportunity.

ACHIEVE · RESPECT · ADVENTURE

Our Reading Provision Map

Year 1						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Weather and seasons 	Why do we remember the 5th November? 	I Am History 	The UK 	Explorers and adventurers 	Our local Area looking after where we live 
Reading Spine for class Readers	Owl Babies – Martin Waddell Tadpoles promise Waiting for Wolf – Sandra Dieckman	The night before Christmas (poem) Aesops Fables	Three Brave Women C.L.G Martin Avocado baby The Go Away Bird – Julia Donaldson	Dave and the tooth fairy – Verna Wilkins Fantastic Mr Fox – Roald Dahl	Where the wild things are – Maurice Sendak Lost and Found – Oliver Jeffers	The Wolf Story: What Really Happened to Little Red Riding Hood Voices in the Park – Anthony Browne Small in the city – Sidney Smith Dinosaurs and all that rubbish – Michael Foreman
Key texts	A seed is sleepy – Diana Ashton	Why do we Remember series – Guy Fawkes and the Gunpowder plot	A Day in the Life of a Caveman, a Queen and Everything In Between – Mike Barfield	Info Buzz – The United Kingdom	The Great Explorer Chris Judge	Ways into geography – Our Local Area
Brief overview and curriculum relevance	Poetic in voice and elegant in design, the book introduces children to a fascinating array of seed and plant facts,	Find out why we remember the famous Gunpowder Plot of 1605, where Guy Fawkes and his	A taste of the daily lives of the people, animals and objects who made history. Featuring a day in the	Find out about the United Kingdom with this fun and engaging first information book.	This story follows a young boy who sets about to find his father, an explorer who appears to have	An introduction to geography and principles of the local area – combines information on local sights and places

	making it a guide that is informative about the way things grow across changing seasons.	fellow conspirators tried to blow up the Houses of Parliament - with the king inside!	life of early humans as they paint mammoths on the walls of a cave, a fierce gladiator battling in the Colosseum and the first woman in space. With over 90 entries told in a friendly, informative style this book will have children learning and laughing as they go.	Topics include the country's geography, major cities, people and interesting places. The books in this series each have a lively design, engaging text and photos, questions to get children thinking and talking	gone missing in the North Pole. The boy has to prepare himself for the Arctic terrain by sourcing a map and packing his rucksack with all the things he thinks he might need.	with simple text for young children to decode.
Key texts	Anna Hibiscus - Antinuke	Little Glow – Katie Sohota	The Big Book of Families - Mary Hoffman & Ros Asquith	Coming to England - Floella Benjamin	Journey - Aaron Becker	Shirley Hughes – Out and about
Brief overview and curriculum relevance	Anna Hibiscus is a young girl who lives in an African city with her family. This early chapter book offers a window into what everyday life might look like for one child growing up in one part of amazing Africa. Links to our driver text 'Lila and the Secret of Rain' about how the weather can affect human existence.	A rhyming celebration of hope, told through the eyes of an introverted lead character, observing the inspiring ways an inclusive community celebrates light through the year	Introduces children to the fact that not all families look the same. Featuring funny artwork and wonderfully accessible text this book celebrates each family in its own unique and wonderful way.	A story about the triumph of hope, love, and determination: Coming to England is the inspiring true story of Baroness Floella Benjamin: from Trinidad, to London as part of the Windrush generation, to the House of Lords.	A beautiful, award-winning wordless picture book. It follows the journey of a young girl who draws a magic door in her bedroom and travels through fantasy worlds by boat, balloon and magic carpet. Highly recommended for pupils across the whole primary range.	A book about Katie and her little brother, Olly. They go on adventures in their local area and are ready for whatever each day offers--sunshine, wind, rain, mist, or snow. They visit the beach and jump in puddles. Links can be made to previous learning on the weather and seasons.
Curriculum Reading Spine	Seasons – Hannah Pang I Am the Seed that Grew the Tree, selected by Fiona Waters Rain before rainbows – Smritri Halls	The Gunpowder Plot (Great Events) – Gillian Clements The Owl who was afraid of the dark – Jill Tomlinson	All the ways to be smart – Davina Bell Everything under the sun – Molly Oldfield The girls – Lauren Ace	Paddington's London Treasury – Michael Bond Small in the city – Sydney Smith	Emma Jane's Aeroplane – Katie Haworth A cat called Trim – Corinne Fenton	Cops and robbers Alan and Janet Ahlberg. The shopping basket Six Dinner Sid Hairly Maclary form Donaldson's dairy

	Polly and the puffin – Jenny Colgan What do you see when you look at a tree – Emma Carlisle The winter bear- Ruth Craft	Look Up – Nathan Byron The best Diwali Ever – Sonali Shah	How to be extraordinary – Rashmi Sirdeshpandi Here we are – Oliver Jeffers	Katie in London – James Mayhew Gorilla – Anthony Browne The Big Book of the UK – Imogen Russel Williams	Journey to the last river – Teddy Keen The Mystery of the golden Wonderflower – Benjamin Flouw	Mr Big – Ed Vere Clean Up Nathan Bryon Greta and the Giants – Zoe Tucker This is our house – Michael Rosen
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Reading for pleasure Spine

<https://www.thereaderteacher.com/year1>

Assessment descriptors and progression

Word Reading

- apply phonic knowledge and skills as the route to decode words
- 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 GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.







Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done

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| | <ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far• 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. |
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Year 2

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>Hot and Cold places</p> 	<p>How did the Great Fire change London?</p> 	<p>Zambia</p> 	<p>How have toys changed over time?</p> 	<p>Have people always been going to the seaside?</p> <p>Seaside and coasts (geography unit)</p> 	<p>Continents and Oceans</p> 
	<p>Wolves – Emily Gravett Not Now Bernard – David Mckee</p>	<p>Fungus the bogeyman – Raymond Briggs</p>	<p>When the rains come - Tom Pow The Flower – John Light</p>	<p>Lost and found – Oliver Jeffers Gorilla – Anthony Browne</p>	<p>The Lotus Seed – Sherry Garland The Hedgehog – Dick King Smith</p>	<p>The Magic Faraway Tree – Enid Blyton</p>
Key texts	<p>Blown Away by Rob Biddulph</p>	<p>The Great Fire of London: An Illustrated History of the Great Fire of 1666</p>	<p>Tiger Tiger burning bright</p>	<p>That Rabbit belongs to Emily Brown – Cressida Cowell</p>	<p>Seaside holidays – Then and Now – Claire Hibbert</p>	<p>The SEA book – Charlotte Milner</p>
Brief overview and curriculum relevance	<p>Meet a fearless blue penguin on an unexpected journey, in this Waterstones Children's Book Prize-winning story from the bestselling Rob Biddulph,</p>	<p>Children will love examining the rich detail of each spread, from the detailed city map to the drawings of London before, during and after the fire took hold. This book takes the dramatic historical information surrounding the Great Fire of London and transforms it into a breathtaking story that will transfix readers of all ages.</p>	<p>A perfect gift for animal lovers, the National Trust presents a gorgeously illustrated book of 366 poems that celebrate our furry and furless friends - one for every day of the year. The poetry ranges from unforgettable classics to contemporary works from around the world, all the while celebrating the wonderful (and</p>	<p>When the Queen steals Emily Brown's favourite toy and erstwhile companion, a toy rabbit called Stanley, Emily sets out to get him back and teach that naughty queen a valuable lesson.</p>	<p>Seaside Holidays Then and Now compares what it would have been like to go on holiday to the seaside in the past with modern seaside holidays today. Readers are encouraged to explore what has changed and what has stayed the same, including the places we stay, beach activities and the clothes we wear.</p>	<p>This charming celebration of the sea shows children how extraordinary our oceans are and is a reminder that it is up to us to keep it that way</p>

			weird) animals that shape the planet we live in.			
Key texts	First science Hot and Cold – Steffi Cavell Clark	The Great Fire a City in Flames – Ann Turnbull	Africa Amazing Africa – Atinuke (Zambia page only)	The Paper Dolls - Julia Donaldson	The lighthouse keeper’s lunch	Ally & Bibi: Back to the Jungle: A story about the Sustainable Development Goals
Brief overview and curriculum relevance	An introduction for young learners into the world of Hot and Cold science. With a simple approach and easy-to-understand diagrams, readers will discover the basics of everyday science including temperature and more.	A thrilling historical adventure based on documents from the National Archives. Orphan Sam has survived the Great Plague, but his chance at a new life goes up in smoke when a fire breaks out on Pudding Lane	Africa, Amazing Africa is an exciting starting point for young children to introduce the different regions of Africa (South, East, West, Central and North), each country in Africa is then represented on one page	A string of paper dolls go on a fantastical adventure through the house and out into the garden. They soon escape the clutches of the toy dinosaur and the snapping jaws of the oven-glove crocodile, but then a very real pair of scissors threatens.	A classic picture book featuring the story of the lighthouse keeper Mr. Grinling and his attempts to receive his lunch before it is eaten by the pesky seagulls.	Building a better world Ally & Bibi is a children's book which directly refers to the United Nations' Sustainable Development Goals (SDGs) - a unique framework to make the human and natural world a better place and understand how all aspects of our lives are interconnected. It's about protecting our environment and everyone's lives within it.
Curriculum Reading Spine	Lila and the Secret Rain – David Conway The Ice Bear – Jackie Morris Mt Filkins in the desert – Quentin Blake Hot or Cold? – Barbara Webb	Why do we remember – The Great Fire of London – Izzy Howell The Bakers boy and the great fire of London – Tom and Tony Bradman Eyewitness: The great fire of London	How many spots has a cheetah got – Steve Martin Africa – where on Earth? – Vallepur and Shallini	Nature’s Toy Box – Wenda Shurety Dogger – Shirley Hughes Toys and Games – Ways into History Lost in the toy museum: An	The big book of the UK – Imogen Russel Williams Town is by the sea – Joanne Schwartz and Sydney Smith The Friendship Bench – Wendy Meddour	Look what I found – Moira Butterfield The sea below my toes – Charlotte Guilain DK find out – Sharks and other sea creatures A first book of the sea – Nicola Davies







	Your Safe with me – Chitra Soundar The Winter Bear – Ruth Clark	You wouldn't want to be in the Great Fire of London – Jim pipe The Great Fire of London: An Illustrated History of the Great Fire of 1666 – James Weston Where the poppies now grow – Hilary Robinson	Roar!: 100 Facts About African Animals) – Stephanie Warren Too Small Tola - Atinuke	Adventure – David Lucas A Day in the Life of a Poo, a Gnu and You – Mike Barfield Toys in Space – mini gray Stanley's stick – Joh Hegley		Our World – One chance to save the planet – Michael Foreman Under the Ocean – Anouck Bisroubert The Proudest Blue – Ibtihaj Muhammed A first book of the sea – Nicola Davies
Reading for pleasure Spine	https://www.thereaderteacher.com/year2					
Assessment descriptors and progression	<p>10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)</p> <p>11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)</p> <p>12., fairy stories and traditional tales. (Comprehension)</p> <p>13. Develop pleasure in</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Consolidate and continue to apply phonic knowledge and skills as the route to decode words until automatically decoding and increased fluency. • 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 words with common suffixes and taught spelling patterns with increasing fluency • Read common exception words and attend to spelling and sound correspondence. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 					

- re-read these books to build up their fluency and confidence in word reading so they can read age appropriate books and focus on understanding rather than decoding.
- Read aloud books closely matched to improving phonic knowledge, sounding out accurately and applying taught strategies with fluency.
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Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories and a range of text genres.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- 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.

Year 3

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Stone Age 	Bronze Age and Iron Age  <small>Woodbury Castle restoration - artist impression of what it did look like (Image from Facebook page itself)</small>	Mountains link to Dartmoor study. 	Fossils – Mary Anning (science driver) 	Ancient Egypt 	Africa and food and farming 
Steps to Read	Stories, Plays and poetry Harry and the Poisonous centipede – Lynne Reid Banks Pippi Longstocking – Astrid Lindgren Stig of the dump - Clive King Welcome to my crazy life – Joshua Seigal		Fairy Stories ad Poetry The Princess Blankets – Carol Anne Duffy Fire Burn, cauldron bubble – Paul Cookson The Snow Queen Sarah Losers The Princess and the Pea – Lauren Child		Stories and poetry – Different forms Charlotte’s Web – E.B. White Varjak Paw – SF Said Hot like fire and Other poems – Valerie Bloom Leon and the place between – Grahame Baker-Smith	
Reading Spine for class Readers	The Lion the witch and the wardrobe	Cloud Busting Malorie Blackman (Anti Bullying)	The Iron Man – Ted Hughes	The Mousehole cat The heart and the bottle	Woof Allan Ahlberg Charlotte’s Web	Dominic grows sweetcorn The Tunnel – Anthony Browne
Key texts – guided reading	Time Travel Guides – The Stone age and Skara Brae – Ben Hubbard	Woodbury Hillfort – Conservation Trust Leaflet	Alaistair Humphrey’s Great Adventurers (Junko Tabei)	Fantastically Great Women Who Changed the world – Kate Pankhurst	Egyptology – Emily Sands et al	Africa, Amazing Africa: Country by country - Atinuke
Brief overview and link to the curriculum	An explanation of what took part in Skara Brae, as well as a look at important artefacts found there providing a	Information about Woodbury castle. A monument with National significance.	Hand-picked by adventurer Alastair Humphreys, this compilation retells the extraordinary journeys	A wildly wonderful and accessible book about women who really changed the world.	overseen by TGH James, ex keeper of Egyptian Antiquities at the British Museum - Egyptology is Emily Sands' lavish 1926	This book is British-Nigerian storyteller Atinuke's personal love letter to the African continent, and

	bigger picture of life in the past. Typical travel guide notes include, 'best time to visit', 'what to eat' and 'where to stay'. Perfect for the KS2 history curriculum.		undertaken by his personal heroes. These men and women have ventured into space, oceans, deserts and jungles and inspired Alastair's own adventures. They may do the same for you too.	Discover fascinating facts about some of the most amazing women who changed the world we live in!	scrapbook journal of a lost expedition. Full of novelties and recreations, such as a piece of mummy cloth, a booklet on hieroglyphs and a board game, the book brims with beautiful art and fascinating facts about Ancient Egypt.	its 55 countries in all their variety. It divides Africa into five sections: South, East, West, Central and North, each with its own introduction. This is followed by a page per country, containing a delightful mix of friendly, informative text and colourful illustration
Curriculum Reading Spine	Stone Age Boy – Satoshi Kitamura The Secrets of Stonehenge – Mick Manning The First Drawing – Mordicai Gerstein DK Find out – Stone Age Horrible Histories Mega Meltdown - Jack Tite Time Travel Guides – The Stone age and Skara Brae – Ben Hubbard	Changes in Britain: From the Stone Age to the Iron Age Explore: Stone, Bronze and Iron Ages The Boy with the bronze axe – Kathleen Fidler Life and Death in a Hillfort – Juliet Kerrigan Found! – Iron Age Prehistoric Britain series	Rivers and mountains transforming Earth's Geography Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay – Alexandra Stewart Alaistair Humphrey's Great Adventurers (Junko Tabei) Where the mountain meets the moon – Grace Lin Michael Morpurgo – King of the Cloud Forests	Stone Girl, Bone Girl – Laurence Arnholt	DK eyewitness – Ancient Egypt Ancient Egypt – Gods and pharaohs – Marcia Williams Jacqueline Wilson – The cat mummy Marcy and the Riddle of the sphinx – Joe Staddon Flat Stanley – The Great Egyptian Robbery See Inside – Ancient Egypt – Rob Lloyd Jones	
Reading for pleasure Spine	https://www.thereaderteacher.com/year3					

Assessment descriptors and progression







Word Reading
<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books Identify simple themes and conventions in an increasing range of books <p>Discuss some words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> Recognise some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Recognise and read all Year 3&4 Word List words with automaticity Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

Word Reading
<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories Identify simple themes and conventions in an increasing range of books <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <ul style="list-style-type: none"> Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Recognise and read most Year 3&4 Word List words <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</p> <ul style="list-style-type: none"> Re-reading sentences for clarity
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2h make comparisons within the text</p>

Word Reading
<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories Identify simple themes and conventions in an increasing range of books <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <ul style="list-style-type: none"> Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Recognise and read most Year 3&4 Word List words <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</p> <ul style="list-style-type: none"> Re-reading sentences for clarity
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2h make comparisons within the text</p>

Throughout Year 3 focus on

Comprehension	Skills and Strategies	Content Domains*
<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves Use dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Increase their familiarity with a wide range of books and retell some of these orally 	<ul style="list-style-type: none"> Building on phonics subject skills and knowledge <ul style="list-style-type: none"> Connect prior knowledge with context Locate and discuss words and pre taught vocabulary to find out what the text is about Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context Read a range of texts with increasing accuracy and fluency Develop fluent and enthusiasm for reading and read widely and frequently 	<p>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</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>2d make inferences from the text / explain and justify inferences with evidence from the text</p>
Reading Terminology for Pupils		
<p>Building on Previous Year and throughout Year 3 focus on:</p> <p>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>		

Year 4						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Roman Empire 	The Romans in Devon 	Greece 	Ancient Greece 	Volcanoes and earthquakes (Pompeii link) 	Rivers and the Otter – protecting our waterways 
Steps to Read	Steps to Read – Stories, Plays and Poetry The Firework makers Daughter - Phillip Pullman The Legend of Podkin One-Ear – Kieran Larwood The Wind in the Willows – Kenneth Graham Werewolf Club Rules and other poetry – Joseph Coelho		Steps to Read – Myths and Legends Michael Morpurgo – Beowulf Tales from Africa – Kathleen Arnolt Stories form Around the World – Maisie Chan The Poetry Chest – John Foster		Reading Breadth – Stories and Poetry The Girl who stole an elephant - Nizrana The Miraculous Jouney of Edward Tulane Night of the Gargoyles – Eve Bunting Where zebras go – Sue Hardy Darson	
Reading Spine for class Readers	The mysteries of Harris Burdick	The Firework makers Daughter	The legend of Podkin One-ear	Revolting Rhymes Dream Variations	Peter Pan	The secret Lake – Karen Inglis
Key texts – guided reading	So you think you’ve got it bad – A kids life in ancient Rome – The British Museum	Empires end - a Roman Story	The Travel Book – Lonely planet kids	Usborne Encyclopedia of Greek Myths – Anna Milbourne	Escape from Pompeii – Chritian Balit	River Stories – Timothy Knapman
Brief overview and link to the curriculum	Written by award-winning author Chae Strathie and developed in consultation with experts from the British Museum, this fascinating book reveals what life was really like for kids in ancient Rome, from washing clothes in wee to snacking on dormice . . . and even fighting in gladiatorial combat!	When, Camilla, a young North African girl travels with her mother and father from Leptis Magna to Rome in 207 AD, she believes that she is going to the centre of the world. But just a few months later, the little family is dispatched to the very edge of it: Britannica. Tragedy strikes and,	Get to know our diverse planet The book covers the entire globe with a full page dedicated to every independent country as well as territories that don’t officially qualify as countries in their own right.	This collection of the best-known of the Greek myths has been carefully written to appeal to young children who will find these stories of gods, mortals and monsters irresistible. Beautiful illustrations by Linda Edwards bring the myths to life for children of all ages.	Travel back in time to the days of the Roman Empire and join Tranio, the son of an actor, and his friend Livia, the baker's daughter, in witnessing the eruption of Mount Vesuvius in AD79. One hot August day the ground begins to shake, the sky to	A world adventure via the world's greatest rivers. The Yangtze tells of dragons and dolphins, while the Rhine whispers about castles and Frankenstein. Explore pyramids, tombs and temples by the Nile, and search for lost cities and gold alongside the Amazon. And follow

		left alone with the Empress while her father travels north, Camilla has to navigate the tricky world of secrets and danger in this cold place she must now call home.		Specially written for reading aloud	darken. People run gasping for air. Heading for the harbor, Tranio and his friend Livia hide on a boat and witness one of the most terrifying moments in recorded history-the eruption of Mount Vesuvius and the destruction of their beloved city, Pompeii.	the Mississippi to hear of historic battles and dinosaurs.
Curriculum Reading Spine	Land of the Gods – Sally Prue How to Drive a Roman Chariot – Caryl Hart Roman Diary – The journal of Iliona – Richard Platt Eyewitness – Ancient Rome DK find out – Rome What the Romans did for us – Alison Hawes Horrible Histories	The history detective investigates – Roman Britain Across the Roman Wall – Theresa Breslin	Discover and Learn Europe -KS2 Study Book - CGP Europe – Where on Earth? – Vallepur A kids guide to Greece – Jack Roberts Hello World: A Celebration of Languages and Curiosities Jonathan Litton The cities book – Lonely Planet	Hide and Seek History: The Greeks – Johnny Marx Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece Geography Matters in Ancient Greece – Melanie Waldron Greek Myths – Marcia Williams Homers Iliad and Odyssey – Gillian Cross Percy Jackson Rick-Riordan So you think you've got it bad – A kids life in ancient Greece – The British Museum	The Clive Gifford History of Volcanoes Extreme Earth: The Big Picture Jon Richards and Josy Bloggs	Rivers and mountains transforming Earth's Geography Rivers a dazzling geographic journey - Explorers – Amazing Tales of the world's greatest adventurers – Nellie huang Where on Earth? – Rivers – Susie Brooks A river – Marc Martin The Rhythm of the rain - The Sea: Exploring our blue planet The River – Tom Percival (PSHE link)
Reading for pleasure Spine	https://www.thereaderteacher.com/year4					

Assessment
descriptors
and
progression



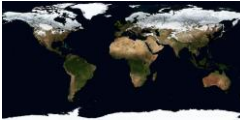



Word Reading
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language <ul style="list-style-type: none"> Discuss many words and phrases that capture the reader's interest and imagination Identify themes and conventions in an increasing range of books Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action <ul style="list-style-type: none"> Recognise a range of poetic forms [for example, free verse, narrative poetry]
Skills and Strategies
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Recognise and read Year 3&4 Word List
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

Word Reading
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence <ul style="list-style-type: none"> Identify themes and conventions in an increasing range of books Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action <ul style="list-style-type: none"> Recognise a range of poetic forms [for example, free verse, narrative poetry]
Skills and Strategies
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Recognise and read Year 3&4 Word List
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text</p>

Word Reading
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur
Comprehension
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence <ul style="list-style-type: none"> Identify themes and conventions in an increasing range of books Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action <ul style="list-style-type: none"> Recognise a range of poetic forms [for example, free verse, narrative poetry]
Skills and Strategies
<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Recognise and read Year 3&4 Word List
Content Domains*
<p>Build on Previous Term & Focus on:</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text</p>

Throughout Year 4 focus on		
Comprehension	Skills and Strategies	Content Domains*
<p>Throughout Year 4 Focus on:</p> <ul style="list-style-type: none"> Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read a wide range of books that are structured in different ways and read for a range of purposes Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<p>Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> Recognise and read <i>all Year 3&4 Word List</i> words with automaticity Read texts, including those with few visual clues, increased independence and concentration Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context With increased independence develop views about what is read Develop positive attitudes to reading and understanding of what is read 	<p>2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text 2b retrieve and record information / identify key details from fiction and non-fiction</p>
Reading Terminology for Pupils		
<p>Building on Previous Year and throughout Year 4 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>		

Year 5

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>How did the Anglo-Saxons change life in Britain?</p> 	<p>Who were the Vikings and why did they invade Britain?</p> 	<p>Climate Zones</p> 	<p>Darwin/Evolution (science driver)</p> 	<p>How was life different for children during Victorian times?</p> 	<p>Rainforest and the Amazon</p> 
Steps to Read	<p>Myths and legends, plays and poetry – wider range Outlaw The lady of shallot How the whale became The highwayman</p>		<p>Modern Fiction and Poetry Sky song Wonderland The Nowhere Emporium The Storm keeper’s island</p>		<p>Other cultures and traditions and poetry – wider range Journey to Jo’burg Orange in no man’sland Wicked World Kick</p>	
Reading Spine for class Readers	Varjak Paw	Baaa Who let the gods out (Link to Greece)	Holes	The Hobbit	The Raven – Edgar Allen Poe Wolf Brother – Michelle Pavey	When you reach me – Rebecca Stead
Key texts – guided reading	Anglo Saxons – Jane Bingham Anglo-Saxon Boy	Respect – The Walter Tull Story – Michela Morgan remembrance. Viking Voyagers – Jack Tite	Our Planet: The One Place We All Call Home by Matt Whyman and Richard Jones	Darwin and the origin of species	Bernie Doherty – Street Child	The Vanishing Rainforest – Richard Platt
Brief overview and link to the curriculum	The story of one Anglo-Saxon boy's journey to the Battle of Hastings in 1066: Key Stage 2 History brought to life. 1065: Magnus is the son of Harold Godwinson, lord of the Southern Saxons and ruthlessly ambitious	Step back in time to find out what Viking life was like, how they travelled, where they traded and their rich mythology. Come face to face with a fearsome berserker, explore inside a Viking longhouse and learn how	A glorious visual celebration of the natural world. Icy landscapes, dense jungles and endless oceans.	A beautifully illustrated book for children and adults alike. The stunning pictures bring the theory of evolution to life for young readers, and anyone who wants	The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes.	Why is the Brazilian rainforest vanishing so fast? And why is it essential not only to the people and animals within it, but to the whole world? This story, seen through the eyes of a

	claimant to the throne of England. Overnight, Magnus finds himself cast centre-stage in the blood-soaked family feud that led to one of history's most famous battles in 1066.	these expert boat builders made their fleets. Jorvik Centre in York involved in consultation.		to learn about evolution.		child called Remaema, describes how the Yanomami tribe are battling against potential developers. Can a solution be found that will protect the forest and allow the tribe to continue living as they always have done, while benefiting from limited development
Curriculum Reading Spine	Beowulf – Kevin Crossley Holland Arthur – High King – Michael Morpurgo The First King of England – Stuart Hill The story of Athelstan – Horrible Histories – smashing Saxons Usbourne history of Britian Anglo Saxons and Vikings Alfred the Great and the Anglo Saxons (History Starting Points) Shield Maiden – Stuart Hill	The saga of Eric the Viking – terry Jones Viking Boy – Tony Bradman Vikings – 100 facts – Miles Kelly publishing How to be a Viking – Cressida Cowell Arthur and the Golden Rope – Joe-Todd Stanton Odd and the Frostgiants – Neil Gaiman Viking Longship – Mick Manning and Brita Granstom	The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky My name is River Emma Rhea The Wonder Garden by Jenny Broom Wild World – Angela Mcallister Lonely Planet Kids – The Maps Book	The Explorer Katherine Rundell Darwin – a Life in poems Ruth Padel When Darwin sailed the Sea - David Long The Great Sea Dragon Discovery – Pippa Goodheart When the Whales walked – Dougal Dixon	DK Witness Victorians Cogheart – Peter Buntz Dodger – Terry Pratchett Frost Hollow Hall – Emma Carroll Inventions – Adam Hart-Davis Queen Victoria's Bathing Machine -Gloria Whelan	Great Adventurers – Alastair Humphries Planet SOS - Marie G Rhode Amazon (DK eyewitness) Dear Greenpeace – Simon James (year 4??) Wilderness – Mia Cassany Journey to the river sea – Eva Ibbotson
Reading for pleasure Spine	The Reader Teacher – 100 recommended reads for Year 5 https://www.thereaderteacher.com/year5					

Assessment descriptors and progression	<p>Word Reading</p> <p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Apply 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 	<p>Word Reading</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Applying 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 	<p>Word Reading</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Applying 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
	<p>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •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 some views •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Comprehension</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increasing their familiarity with a wide range of books, including modern fiction •Making comparisons within and across books e.g. plot, genre and theme •Predicting what might happen from details stated and implied •Participating in discussions about books that are read to them and those they can read for themselves •Asking questions to improve their understanding •Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Comprehension</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increasing their familiarity with a wide range of books, including modern fiction •Making comparisons within and across books e.g. plot, genre and theme •Predicting what might happen from details stated and implied •Participating in discussions about books that are read to them and those they can read for themselves •Asking questions to improve their understanding •Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	<p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read most Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>Skills and Strategies</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognising and reading many Year 5&6 Word List words with automaticity •Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Reading closely, annotating for specific purposes 	<p>Skills and Strategies</p> <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognising and reading many Year 5&6 Word List words with automaticity •Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Reading closely, annotating for specific purposes
	<p>Content Domains*</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text</p>	<p>Content Domains*</p> <p>2a predict what might happen from details stated and implied 2h make comparisons within the text</p>	<p>Content Domains*</p> <p>2a predict what might happen from details stated and implied 2h make comparisons within the text</p>

Throughout Year 5 focus on

Comprehension

Throughout Year 5 Focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
- Recommend books that they have read to their peers, giving simple reasons for their choices
- Learn a wider range of age appropriate poetry by heart
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skills and Strategies

Apply the following reading strategies with increasing independence:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Read extended texts independently for sustained periods
- Self-correction, including re-reading and reading ahead
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
- Reading widely and frequently for pleasure and information

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.







- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

Year 6

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	South America/Rio 	Crime and punishment 	WW2 + Blitz 	How has Exeter changed since WW2? 	Why is it important to learn about Benin? 	World trade/farming/Global citizenships 
	Reading breadth and traditional tales Grimm's fairy tales Blackberry Blue The house with chicken legs		Reading breadth Literary heritage Black Beauty The wolves of Willoughby chase Call of the Wild		Reading breadth and modern fiction Asha and the spirit bird Boy in the tower Carol Ann Duffy	
Reading Spine for class Readers	The many worlds of Albie Bright	Emmy Levels up – Helen Harvey (anti bullying) A Christmas Carol	Warhorse	Tom's midnight garden	The arrival	Skellig
Key texts – guided reading	The Explorer – Katherine Rundell	Thief Malorie - Blackman	The boy in the striped pyjamas	DK Eyewitness – World War 2	Children of the Benin Kingdom	The Boy who harnessed the wind (young readers edition – Bryan Mealar)
Brief overview and curriculum relevance	After crashing hundreds of miles from civilisation in the Amazon rainforest, Fred, Con, Lila and Max are utterly alone and in grave danger. They have no food, no water and no chance of being rescued. But they are alive, and they have hope.	You're the new girl in school. You're just trying to fit in - and it's not working. Then someone accuses you of theft, and you think things can't get any worse. Until you get caught in a freak storm . . .	Nine-year-old Bruno knows nothing of the Holocaust. He has nothing to do and no one to play with. Until he meets Shmuel, a boy who lives a strange parallel existence on the other side of the adjoining wire fence and who, like the other people there, wears a uniform of striped pyjamas	you'll learn the lessons of World War II and how they impact on you and everyone else in the world today. Fascinating full-colour photographs and illustrations of warfare, weaponry, vehicles, maps, and secret documents reveal this conflict as never before. Simple, straightforward text, together with amazing facts,	Children of the Benin Kingdom is fast paced adventure story, set in one of Africa's most fascinating civilisations, the Edo Kingdom of Benin. The story is rich in historical detail and the cultural traditions of West Africa and as accurate historical fiction it is also perfect for celebrating Black history	When a terrible drought struck William Kamkwamba's tiny village in Malawi, his family lost all of the season's crops, leaving them with nothing to eat and nothing to sell. This exciting memoir shows how, even in a desperate situation, one boy's brilliant idea can light up the world.

Curriculum Reading Spine		<p>Black powder – Ally Sherrick</p> <p>Aspects of British History Beyond 1066: Crime and Punishment Through the Ages – Ben Hubbard</p> <p>Wanted Wildboy – Rob Lloyd Jones</p> <p>The Promise – Nicola Davies</p> <p>Ghost Boys – Jewell Parker Rhodes</p> <p>Link to holes and the highwayman...</p>	<p>Fireweed – Jill Paton-Walsh</p> <p>The Diary of a young girl Anne Frank</p> <p>DK Eyewitness – World War 2</p> <p>Poems from the second world war – Gaby Morgan</p> <p>Goodnight Mr Tom-Michelle Magorian</p> <p>Hitler’s Canary – Sandi Toksvig</p> <p>The Machine Gunners – Robert Westall</p>	<p>Local authors Devon and South West???</p> <p>Ted Hughes...</p> <p>A Street Through Time: A 12,000 Year Journey Along the Same Street Steve Noon</p>	<p>Queen Idia of Benin – John Adoga, Olivia Oyibo</p> <p>The genius of the benin kingdom – Tales from West Africa – retold by Martin Bennet</p> <p>Tales from Africa - K.P Kojo</p> <p>Around the World in 80 tales – Saviour Pirotta</p> <p>Explore Benin – Izzi Howell</p>	<p>The World in my Kitchen – Sally Brown</p> <p>The Girl who lost a leopard – Nizrana Farook.</p> <p>Unspoken – Kwame Alexander</p> <p>Just So stories</p> <p>Humanimal – Christopher Lloyd</p> <p>Plastic sucks – Dougie Poynter</p> <p>Foraging with Kids – Adele Nozedar</p> <p>Under Earth, Under Water</p>
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The Reader Teacher – 100 recommended reads for Year 6

<https://www.thereaderteacher.com/year6>

Reading for pleasure Spine

Assessment descriptors and progression	<p style="text-align: center;">Word Reading</p>	<p style="text-align: center;">Word Reading</p>	<p style="text-align: center;">Word Reading</p>
	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Applying 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 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Apply 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 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Apply 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
	<p style="text-align: center;">Comprehension</p>	<p style="text-align: center;">Comprehension</p>	<p style="text-align: center;">Comprehension</p>
	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Increasing their familiarity with a wide range of books, including modern fiction •Making comparisons within and across books e.g. plot, genre and theme •Predicting what might happen from details stated and implied •Asking questions to improve their understanding •Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to audience •Participating 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 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •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 •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •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 •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<p style="text-align: center;">Skills and Strategies</p>	<p style="text-align: center;">Skills and Strategies</p>	<p style="text-align: center;">Skills and Strategies</p>	
<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognising all Year 5&6 Word List words with automaticity •Identifying how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Reading closely, annotating for specific purposes •Connecting prior knowledge and textual information to make inferences and predictions 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p style="text-align: center;">Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	
<p style="text-align: center;">Content Domains*</p>	<p style="text-align: center;">Content Domains*</p>	<p style="text-align: center;">Content Domains*</p>	
<p>2e predict what might happen from details stated and implied 2h make comparisons within the text</p>	<p>2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	

Throughout Year 6 focus on

Comprehension

Throughout Year 6 Focus on:

- read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books
- Recommend books that they have read to their peers, giving simple reasons for their choices
 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Increase their familiarity with a wide range of books
 - Learn a wider range of poetry by heart

Skills and Strategies

Apply the following reading strategies with increasing independence:

- Recognise and read *all Year 5&6 Word List* words with automaticity
 - Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
 - Make meaning from text organisation
 - Make meaning by drawing on prior knowledge
 - Read increasingly complex texts independently for sustained periods
 - Find the main idea of a paragraph and text

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare