

English – Reading

| End of EYFS | | |
|--------------------------|----------|---|
| Birth - Three | Literacy | <ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. • Makes comments and shares their own ideas. • Develop play around favourite stories using props. |
| Three and four year olds | Literacy | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> |
| Reception | Literacy | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
|--|--|--|

Progression Map

KS1 Year 1 Reading National Curriculum Expectations

Word reading

Year 1 pupils should be taught to:

- 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

Year 1 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
- 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.



Activate Windows
Go to Settings to activate Windows.

KS1 Year 2 Reading National Curriculum Expectations

Word reading

Year 2 pupils should be taught to:

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Year 2 pupils should be taught to:

- 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 they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

KS2 Reading National Curriculum Expectations

Years 3 and 4

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Years 5 and 6

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Intent

At Cranberry Academy, we want our children to be passionate readers and our role is to instil and nurture this love of reading for all our pupils. We want children to be able to confidently decode using phonics from an early age in order to become fluent and expressive readers. Children will also be able to understand and infer meaning from the books they read. Children will experience both fiction and non-fiction texts across many genres and will confidently share their reading preferences with others making reference to favourite authors, themes and characters. We have an extensive and exciting range of school, guided and home reading books for the children to read and a well-stocked library. Our aim is to provide books that are both stimulating and challenging that children care for, use and value. Through promoting great readers, children will understand the link between reading and writing and the two will intertwine together not only in Literacy but across all other curriculum areas ensuring children have the reading ability to research and access information for other subjects.



Implementation

In order to achieve this, we teach reading through a combination of approaches:

- ☐ Developing awareness and understanding of print
- ☐ Systematic teaching and learning of phonics – Little Wandle
- ☐ Developing sight vocabulary
- ☐ Developing decoding skills
- ☐ Whole class shared/modelling of reading
- ☐ Guided reading in groups – teacher or teaching assistant leading
- ☐ Whole class guided reading – focus on the reading domains
- ☐ 1:1 reading
- ☐ Paired reading -peer to peer, KS2 -KS1, More able to less able
- ☐ Independent reading both at school and at home
- ☐ Class and School library use
- ☐ Teaching of comprehension
- ☐ Reading interventions
- ☐ Regular reading assessments



Impact

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally, attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Our children can read, explore and enjoy the enchanting world of books. They are able to read aloud confidently to others with expression and intonation. The children at Cranberry can interpret and infer books across all genres and regularly share their experiences of reading with other children, talking about the characters and authors they love. The children acquire and understand language that without texts they would never be exposed to and use their reading abilities to enhance their writing content.

Progression Maps

| Reading – Word Reading | EYFS | KS1 | | KS2 | | | |
|---------------------------|--|--|---|--|---|---|--|
| | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Phonics and Decoding | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> □ spot and suggest rhymes □ count or clap syllables in words □ recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> | <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> | <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> | <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> | <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> | <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> | <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> |

| | | | | | | | |
|------------------------|--|--|--|--|--|---|--|
| | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | | | |
| Common Exception Words | <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p> | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words.* | To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | |

| | | | | |
|---------|---|--|--|--|
| Fluency | <p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none">□ the names of different parts of a book□ print can have different purposes□ page sequencing□ we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> | <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> | <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> |
|---------|---|--|--|--|

| Reading – Comprehension | EYFS | KS1 | | KS2 | | | |
|---|--|---|--|--------|--------|--------|--------|
| | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understanding and Correcting Inaccuracies | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>To check that a text makes sense to them as they read and to self-correct.</p> | <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> | | | | |

Comparing, Contrasting and Commenting

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

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

To use appropriate terminology when discussing texts (plot, character, setting).

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

To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify main ideas drawn from more than one paragraph and to

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify main ideas drawn from more than one paragraph and to

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify main ideas drawn from more than one paragraph and to

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

| | | | | | | | |
|--|--|--|---|--|--|--|---|
| | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | | <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> | | <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> | <p>summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> | <p>maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters,</p> |
|--|--|--|---|--|--|--|---|

| | | | | | | | |
|--|--|---|---|--|---|---|---|
| | | | | | | | settings and themes within a text and across more than one text. |
| Words in Context and Authorial Choice | <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> | To discuss word meaning and link new meanings to those already known. | <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> | <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> | Discuss vocabulary used to capture readers' interest and imagination. | <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | | | | | | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|--------------------------|--|---|---|--|--|---|---|
| Inference and Prediction | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> | <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> | <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> | <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |
| Poetry and Performance | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape</p> | | | | | | |

| | | | | | | | |
|--|--|----------------------------------|--|--|--|---|---|
| | (moving melody, such as up and down and down and up) of familiar songs. | | | | | | |
| | <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | 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. | <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> | <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p> | 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. |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> | | | | | | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|-------------|--|--|--|---|--|---|--|
| Non-Fiction | <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | | <p>To recognise that non-fiction books are often structured in different ways.</p> | <p>To retrieve and record information from non-fiction texts.</p> | <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> | <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> |
|-------------|--|--|--|---|--|---|--|

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is I the |

| Autumn 2 Phase 2 graphemes | New tricky words |
|--|--|
| ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) | put* pull* full* as and has his her go no to into she push* he of we me be |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|--|---|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est | said so have like some come love do were here little says there when what one out today |

| Summer 2 Phase 4 graphemes | No new tricky words |
|---|--------------------------|
| Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words | Review all taught so far |

Year 1

| Autumn 1 | Review tricky words Phases 2–4 |
|--|---|
| Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each | Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Autumn 2 Phase 5 graphemes | New tricky words |
|--|--|
| /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw | their people oh your Mr Mrs Ms ask* could would should our house mouse water want |

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|--|---|
| /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup | any many again who whole where two school call different thought through friend work |

| Spring 2 Phase 5 graphemes | New tricky words |
|---|------------------------|
| /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | once laugh because eye |

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

| Summer 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour move improve parents shoe |

Reception and Year 1: Shared Reading Sessions – 3 per week following the below cycle:

Reading practice session

Session 1: Decoding




It is advisable that the first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

| Preparation |  Pre-read: Revisit and review |  Practise and apply |  Review | Home reading practice |
|--|--|---|--|--|
| <p>Grapheme and word cards</p> <ul style="list-style-type: none"> Grapheme cards Tricky word cards At least four other words used in the book to practise fluency Write vocabulary words on cards. <p>Reading books</p> <ul style="list-style-type: none"> Ensure the correct number of reading books are ready in the pack so children can read independently. Identify any unfamiliar vocabulary in the book. Provide pictures, if helpful. Communication for home reading: You may wish to prepare stickers to tell parents/carers about what to do with the home reading books. | <p>Graphemes</p> <ul style="list-style-type: none"> Show graphemes on the grapheme cards. Children say them out loud. Pick up on any misconceptions, model the correct pronunciation and practise again. <p>Tricky words</p> <ul style="list-style-type: none"> Show the tricky word cards. Children say the words out loud. Re-teach and practise as necessary. <p>Words</p> <ul style="list-style-type: none"> Show the word cards for at least four words from the book. Children practise reading them fluently. <p>Vocabulary</p> <ul style="list-style-type: none"> Show the children any new vocabulary and teach the meaning of any words that may not be familiar. Put each word in context to enable the children to understand it. | <p>Reading practice</p> <ul style="list-style-type: none"> Children read independently. <p>Hear each child read</p> <ul style="list-style-type: none"> Tap in to listen carefully to each child and ensure they are reading every word. Encourage children to read without sounding out every word. Encourage children to blend and say the word. When you tap in, check that any children who had difficulty with particular graphemes in the pre-read session are now reading them correctly. <p>Decoding</p> <ul style="list-style-type: none"> Check decoding is the only strategy used. If a child struggles to recall the grapheme or word, point to the grapheme card to prompt them. <p>If there's time</p> <ul style="list-style-type: none"> Encourage children to practise reading longer or more challenging words in the book. Revise any specific difficulties with individual children. Read the whole book to the children. | <p>Misconceptions</p> <ul style="list-style-type: none"> Pick up any common errors with GPCs, specific words in the book or tricky words. <p>Home reading</p> <ul style="list-style-type: none"> If sending books home, explain the home reading practice. | <p>Home reading book</p> <ul style="list-style-type: none"> Children may take home the same reading book to practise reading fluently. |

Reading practice session

Session 2: Prosody

The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

| Preparation |  Pre-read: Revisit and review |  Practise and apply |  Review | Home reading practice |
|---|--|--|--|--|
| <p>GPCs and word cards</p> <ul style="list-style-type: none"> Grapheme cards Tricky word cards At least four words used in the book to practise fluency <p>Book</p> <ul style="list-style-type: none"> Select the pages to practise prosody. Consider speech, interesting language, speech verbs and a range of punctuation. Select the GPCs and words for spelling in the review session. <p>Check the reading packs</p> <ul style="list-style-type: none"> These should be accessible with suitable writing materials prepared in the order they'll be used. Communication for home reading: You may wish to prepare stickers to tell parents/carers about what to do with the home reading books. | <p>GPCs, words and tricky words</p> <ul style="list-style-type: none"> Show graphemes on the grapheme cards. Children say them out loud. Show the tricky word cards. Children say the words out loud. Show the word cards for at least four words from the book. Children say the words out loud. Pick up on any misconceptions, model the correct pronunciation and practise again. <p>Vocabulary</p> <ul style="list-style-type: none"> Check the children have remembered the meaning of unknown vocabulary in the book. | <p>Short reading practice session</p> <ul style="list-style-type: none"> Tell the children the focus is on improving their fluency and encourage them to read with no overt blending. <p>Hear each child read</p> <ul style="list-style-type: none"> Tap in to listen carefully to each child and ensure they are reading every word. <p>Check difficulties</p> <ul style="list-style-type: none"> Check that any difficulties the children encountered the day before have been overcome. <p>Model reading</p> <ul style="list-style-type: none"> Use the pre-selected pages to model reading with prosody. Discuss characters' feelings, words meaning and punctuation. <p>Read together</p> <ul style="list-style-type: none"> The group read one of the selected pages together with prosody. <p>Individual practice</p> <ul style="list-style-type: none"> Each child should practise reading the page independently with prosody – moving to reading the whole book if there is time. | <p>Quick write</p> <ul style="list-style-type: none"> Have a quick practice of spelling sounds and words from the book. <p>Home reading</p> <ul style="list-style-type: none"> If sending books home, explain the home reading practice. | <p>Home reading book</p> <ul style="list-style-type: none"> Children may take home the same reading book to practise reading fluently and with prosody. It may be useful to have a sticker in the home reading book to explain the focus for home reading to parents. |

Reading practice session

Session 3: Comprehension

By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension.

The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 *Key Stage 1: English reading test framework*).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction.

As the children become more proficient with understanding how to find information, the skills of skimming and scanning can be introduced to find information quickly.

The reading practice session on comprehension should focus on a specific reading domain to avoid overloading the children's working memory.

Going deeper

When answering comprehension questions, children should be encouraged to develop accuracy and depth in their answers by finding the answers in the text.

Teach deeper thinking about the text by asking children to show how they know the answer to the question, for example by pointing to illustrations/pictures, words or phrases. Encourage children to make links between their experiences and knowledge and the text when appropriate.

You will need to model this and scaffold it until the children develop this skill.

VIPERS

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

Whole Class Guided Reading Year 2 – Year 6

| Monday- Read | Tuesday - V | Wednesday – I,P, E, R or S | Thursday- I,P, E, R or S |
|---|---|--|--|
| Introduce and read the text. Teach fluency using different strategies. Model fluency and using different strategies for reading including phonics. | Explore the text Use a range of strategies for learning new vocabulary and understanding the text. | Teach the domain and skills needed to answer questions. Attempt different styles of questions for this domain together. | Answer own questions in books – related to the domain taught. Same domain but different question types. Full reading comprehensions – Mixture of domains/ question types that have been taught over the week or 60 second Reads |

This guided reading cycle ensures that both word recognition and comprehension skills are taught. Please ensure a mix of age-appropriate whole text and extracts are used and plan non-fiction and poetry into the cycle. For a half term you should have 3 weeks of Fiction, 2 weeks of non-fiction and 1 week of poetry. Time should be given to listen to children read on a 1:1 basis, this will be recorded on boom reader and will highlight to the teacher any children who need to have additional reading intervention or who have progressed, this is also an opportunity to understand children's interests in reading and share book talk (build a love of reading). Independent work on Thursday's and comprehension tasks on Friday's will be marked and give the teacher valuable assessment information for children's comprehension abilities. For any children not a free reader, benchmarking will take place each half term and interventions will be assigned accordingly. Children who are free readers will have fluency tested using the below grid.

MULTI-DIMENSIONAL FLUENCY RUBRIC



| | 1 | 2 | 3 | 4 |
|------------------------------|--|---|---|---|
| Expression and Volume | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend. | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| Phrasing | Reads word-by-word in a monotone voice. | Reads in two or three word phrases, not adhering to punctuation, stress, and intonation. | Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation. | Reads with good phrasing; adhering to punctuation, stress, and intonation. |
| Smoothness | Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many "rough spots." | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures. | Reads smoothly with some breaks but self-corrects with difficult words and/ or sentence structures. |
| Pace | Reads slowly and laboriously. | Reads moderately slowly. | Reads generally at an appropriate rate throughout reading. | Reads at an appropriate conversational pace throughout the reading. |

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Pathways Text and outcome overview – English 22 – 23

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|-------------|---|---|--|---|--|---|
| EYFS | Book Unit | The Gingerbread Man Outcome: Oral retelling, drawn images and label writing. | I'm going to eat this ant Outcome: Lists | Naughty Bus Outcome: Recount | The journey Outcome: Retell/re write the story | Silly Doggy Outcome: Retell/re write the story | Supertato Outcome: Wanted poster with character description |
| | Poetry Unit | A bundle of Rhymes! Outcome: Recite rhymes | | Into the Pond! Outcome: Caption | | Behold Outcome: Class observation poem | |
| Year 1 | Book Unit | Lost and Found Outcome: Adventure Story | Nibbles Outcome: Recount Diary | Lion Inside Outcome: Fiction Story | The Curious case of the missing mammoth Outcome: Fiction Story | Toys in Space Outcome: Fiction Story | Goldilocks and just one bear Outcome: Non Chronological report |
| | Poetry Unit | Sea Songs Outcome: Riddles and list poems | | If I had a beak Outcome: Descriptive sense poem | | I spun a star Outcome: List Poem | |
| Year 2 | Book Unit | Troll Swap Outcome: Fiction | The owl who was afraid of the dark Outcome: Non-chronological report | Dragon Machine Outcome: Fiction adventure | Major Glad, Major Dizzy Outcome: Recount diary entry | The last wolf Outcome: Letter | Grandad's Secret Giant Outcome: Fiction moral focus |
| | Poetry Unit | Zebra Questions Outcome: A portrait style riddle | | A railway Carriage Outcome: Rhyming 'birds eye view' poem | | Father and I in the woods Outcome: Nature themed shape poem | |
| Year 3 | Book Unit | Seal Surfer Outcome: Recount letter | Winter's Child Outcome: Fiction fantasy | Stone Age Boy Outcome: Fiction historical narrative | Big Blue Whale Outcome: Information text | Journey Outcome: Fiction: adventure story | Zeraffa Giraffa Outcome: Persuasion leaflet |
| | Poetry Unit | The Shell Outcome: Senses Poem | | The River's Tale Outcome: Descriptive Poem | | Saw a peacock Outcome: Nonsense Poem | |

| | | | | | | | |
|--------|-------------|--|--|--|---|---|--|
| Year 4 | Book Unit | Gorilla Outcome: Fantasy Story | Leon and the place between Outcome: Recount diary | Escape from Pompeii Outcome: Historical Narrative | When the giant stired Outcome: Adventure story | Where the forest meets the sea Rainforests in 30 seconds Outcome: Non-chronological report | Blue John Outcome: Letters & Explanation |
| | Poetry Unit | Family Album Outcome: Free-verse narrative poem | | The Roman Centurion Song Outcome: Cinquain poems | | Look! Outcome: List Poem | |
| Year 5 | Book Unit | Queen of the falls Outcome: Recount series of diary entries | The lost happy endings Outcome: Fiction traditional tale | Arthur and the golden rope Outcome: Fiction myth | The darkest dark Outcome: Recount biography | The paperbag prince Outcome: Persuasion/ information hybrid leaflet | The Hunter Outcome: Fiction journey story |
| | Poetry Unit | The song of Hiawatha Outcome: Narrative Poem | | Viking Kennings & spells Outcome: Songs and word play | | The sun in me Outcome: Free verse song | |
| Year 6 | Book Unit | Star of Fear, Star of Hope Outcome: Flashback story & Information text. | Can we save the tigers? Outcome: Information and explanation hybrid text. | Selfish Giant Outcome: Fiction | Jemmy Button The island Outcome: Journalistic writing & discussion | Manfish Outcome: Fiction narrative & Biography | Sky Chasers Outcome: Narrative |
| | Poetry Unit | Blitz! Outcome: A narrative poem | | Guarding Secrets Outcome: Free Verse poem | | For Forest Outcome: Create own poem | |