**Year 1**

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| **Topic** | **THIS IS ME** | **BOOK MONSTERS** | **LET’S GO ON SAFARI** | **GREAT EXPLORERS** | **TOYS** | **DOWN IN THE WOODS** |
| **Texts** |  |  |  |  |  |  |
| **Pathways Text** | **Lost and Found**  **by Oliver Jeffers** | **Nibbles**  **by Emma Yarlett** | **Lion Inside**  **by Rachel Bright** | **The curious case of the missing mammoth**  **by Ellie Hattie** | **Toys in Space**  **by Mini Grey** | **Goldilocks and Just the one bear**  **by Leigh Hodgkinson** |
| **Skills Word reading**  **Ongoing throughout the year** | Speedily read all basic phoneme/graphemes  Read accurately by blending known GPCs  Read multi-syllable words containing known GPCs | | | | | |
| **Skills Comprehension**  **Ongoing throughout the year** | Discuss the significance of title and events  Explain clearly understanding of what is read to them  Draw on vocabulary provided by the teacher and discuss meanings | | | | | |
| **KPIs for Ongoing Skills** | I can speedily read the phonemes/graphemes  I can blend all the GPCs I know  I can read multi-syllable words  I can discuss the title of a book  I can explain things that have been read to me  I can talk about what new words mean | | | | | |
| **Termly Skills Comprehension** | Retell familiar stories and traditional tales  Recognise and join in with predictable phrases  Understand texts based on prior knowledge or provided information  Correct inaccurate reading by check for sense | | Read common exception words  Read common suffixes  Make predictions based on reading so far  Be encouraged to link what they read or hear read to their own experiences | | Read contractions and understand use of apostrophe  Recite some poetry by heart  Make inferences on the basis of what is said and done | |
| **Key Performance Indicators** | I can retell a fairy story and a traditional tale and tell you about their features  I recognise and join in with predictable phrases in stories  I understand what I read and can talk about familiar things in other stories or information I have been taught  I can correct myself if a sentence doesn’t make sense | | I can read all Y1 CEWs  I can read words that end in the suffixes -s, -ing, -er -ed  I can make a prediction based on what I have already read  I can talk about my own experiences that are linked to a book | | I can read words with contractions  I can recite a poem by heart  I can talk about how a character feels or behaves and tell you how I know | |

**Year 2**

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| **Topic** | **HEROES AND VILLAINS** | | **BE BRAVE!** | | **OH THE PLACES YOU’LL GO** | |
| **Texts** | **Troll by Julia Donaldson**  **The Three Billy Goats Gruff by Mara Alperin** | **Above and Below by Patricia Hegarty** | **The Dragonsitter by Josh Lacey**  **Real Dragons! by Jennifer Szymanski (National Geographic Kids series)** | **Owen and the Soldier by Lisa Thompson**  **The Steadfast Tin Soldier (free online version)** | **Fantastic Mr Fox by Roald Dahl** | **Grimm’s Fairytales (Usborne Books)** |
| **Genre** | **Genre:**  **Fiction: fantasy**  **Fiction: fairytale** | **Genre:**  **Information** | **Genre:**  **Recount: emails**  **Information** | **Genre:**  **Fiction: story with a familiar setting** | **Genre:**  **Fiction: adventure** | **Genre:**  **Fiction: fairytale** |
| **Pathways Text** | **Troll Swap**  **By Leigh Hodgkinson** | **Dragon Machine**  **By Helen Ward** | **The Owl who was afraid of the dark**  **By Jill Tomlinson (picture book)** | **Major Glad, Major Dizzy By Jan Oke** | **The Last Wolf**  **By Mini Grey** | **Grandad’s Secret Giant By David Litchfield**  **The Great fire of London** |
| **Prior knowledge (Year 1 KPIs)** | I can retell a fairy story and a traditional tale and tell you about their features  I recognise and join in with predictable phrases in stories  I understand what I read and can talk about familiar things in other stories or information I have been taught  I can correct myself if a sentence doesn’t make sense  I can read all Y1 CEWs  I can read words that end in the suffixes -s, -ing, -er -ed  I can make a prediction based on what I have already read  I can talk about my own experiences that are linked to a book  I can read words with contractions  I can recite a poem by heart  I can talk about how a character feels or behaves and tell you how I know  I can speedily read the phonemes/graphemes  I can blend all the GPCs I know  I can read multi-syllable words  I can discuss the title of a book  I can explain things that have been read to me  I can talk about what new words mean | | | | | |
| **Skills Word reading**  **Ongoing throughout the year** | Secure phonic decoding until reading is fluent | | | | | |
| **Ongoing Skills** | • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales  • 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  • Recognise simple recurring literary language in stories and poetry  • Draw on what they already know or on background information and vocabulary  • Check that the text makes sense to them as they read and correct inaccurate reading  • Recognise simple recurring literary language in stories and poetry | | | | | |
| **Core Skills** | My reading is fluent  I can predict what might happen on the basis of what has been read so far (1e)  I can discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) | | | | | |
| **Mastery Keys** | Make inferences on the basis of what is being said and done  Discuss the sequence of events in books and how items of information are related | Answer and ask questions  Introduce non-fiction books that are structured in different ways | Answer and ask questions  Introduce non-fiction books that are structured in different ways  Make inferences on the basis of what is being said and done | Discuss their favourite words and phrases  Make inferences on the basis of what is being said and done | Discuss the sequence of events in books and how items of information are related  Make inferences on the basis of what is being said and done | Discuss their favourite words and phrases  Answer and ask questions |

**Year 3**

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| **Texts** | **The Sea Book by Charlotte Milner** | **Ice Palace by Robert Swindells** | **The Iron Man by Ted Hughes**  **The Iron Giant (film, 1999)** | **This Morning I Met a Whale by Michael Morpurgo**  **Why would anyone hunt a whale? by The Literacy Company** | **Usborne Illustrated Atlas of Britain and Ireland by Struan Reid**  **Up (film clip, Disney)** | **Egyptian Cinderella by Shirley Climo**  **Wonderful Things by The Literacy Company** |
| **Pathways Text** | **Seal Surfer by Michael Foreman** | **Winter’s Child by Angela Mc Allister** | **Stone Age Boy by Satoshi Kitamura** | **Big Blue Whale By Nicola Davies** | **Journey By Aaron Becker** | **Zeraffa Giraffa By Diane Hoffmeyer** |
| **Prior knowledge (Year2 KPIs)** | I can read alternative sounds for graphemes (Phase 5 phonics)  I can read words with -ed, -ly endings  I can read Year 2 CEW   |  | | --- | | Discuss the sequence of events in books and how items of information are related (1c) | | Answer and ask questions (1b) | | Make inferences on the basis of what is being said and done (1d) | | Discuss their favourite words and phrases  Predict what might happen on the basis of what has been read so far (1e)  Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)  Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales  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  Recognise simple recurring literary language in stories and poetry  Draw on what they already know or on background information and vocabulary  Check that the text makes sense to them as they read and correct inaccurate reading  Recognise simple recurring literary language in stories and poetry | | | | | | |
| **Skills Word reading**  **Ongoing throughout the year** | Read aloud and understand words based on knowledge of root words, prefixes and suffixes  Read further exception words, including those with unusual spelling/sound links | | | | | |
| **Ongoing Skills** | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Check that the text makes sense to them and discuss their understanding  Participate in discussion about books | | | | | |
| **Core Skills** | Predict what might happen from details stated and implied (2e)  Explain meaning of words in context (2a)  Retrieve and record information (2b) | | | | | |
| **Mastery Keys** | Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning | Discuss words and phrases that capture the reader’s interest and imagination  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Identify themes and conventions in a wide range of books  Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Discuss words and phrases that capture the reader’s interest and imagination  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence presentation contribute to meaning  Retrieve and record information from non-fiction | Use dictionaries to check the meaning of words that they have read  Identify how language, structure and | Use dictionaries to check the meaning of words that they have read  Identify main ideas drawn from more than one paragraph and summarise  Retrieve and record information from non-fiction |

**Year 4**

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| **Texts** | **A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister** | **The Train to Impossible Places by P.G. Bell** | **DK Findout! Volcanoes by Maria Gill** | **Ariki and the Island of Wonders by Nicola Davies** | **Fantastically Great Women who Saved the Planet by Kate Pankhurst**  **Plastic Pollution by The Literacy Company** | **A Myth-Hunter’s Travel Guide by The Literacy Company** |
| **Genre** | **Fiction: traditional tales** | **Fiction: Fantasy** | **Information** | **Fiction: Adventure** | **Recount: biography Information** | **Information** |
| **Pathways Text** | **Gorilla by Anthony Browne** | **Leon and the Place Between by Grahame baker smith & Angela McAllister** | **Zeraffa Giraffa By Diane Hoffmeyer** | **When the Giant Stirred by Celia Godkin** | **Where the Forest Meets the Sea by Jeannie Baker**  **Rainforests in 30 Seconds by Dr Jen Green** | **Blue John By Berlie Doherty** |
| **Prior knowledge** | Read aloud and understand words based on knowledge of root words, prefixes and suffixes  Read further exception words, including those with unusual spelling/sound links  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Check that the text makes sense to them and discuss their understanding  Participate in discussion about books  Predict what might happen from details stated and implied (2e)  Explain meaning of words in context (2a)  Retrieve and record information (2b)  Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning  Discuss words and phrases that capture the reader’s interest and imagination  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence presentation contribute to meaning  Retrieve and record information from non-fiction  Use dictionaries to check the meaning of words that they have read | | | | | |
| **Skills Word reading**  **Ongoing throughout the year** | Read aloud and understand words based on knowledge of root words, prefixes and suffixes  Read further exception words, including those with unusual spelling/sound links  Read books that are structured in different ways | | | | | |
| **Ongoing Skills** | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Check that the text makes sense to them and discuss their understanding  Participate in discussion about books | | | | | |
| **Core Skills** | Predict what might happen from details stated and implied (2e)  Explain meaning of words in context (2a)  Retrieve and record information (2b) | | | | | |
| **Mastery Skills** | Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify main ideas drawn from more than one paragraph and summarise | Use dictionaries to check the meaning of words that they have read  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non-fiction | Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Identify themes and conventions in a wide range of books  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning | Use dictionaries to check the meaning of words that they have read  Ask questions to improve understanding  Retrieve and record information from non-fiction |

**Year 5**

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| **Texts** | **Goodnight Stories for Rebel Girls by Elena Favilli** | **Hansel and Gretel by Neil Gaiman** | **Odd and the frost giants by Neil Gaiman** | **Exploring Space by The Literacy Company**  **Planet Unknown by Shawn Wang (film)** | **The Last Wild by Piers Torday**  **Rubbish – a look behind the scenes by The Literacy Company** | **African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin** |
| **Genre** | **Recount: biography** | **Fiction: traditional tale** | **Fiction: myths and legends** | **Information**  **Film** | **Fiction: contemporary**  **Persuasion/ Information** | **Fiction: books from other cultures and traditions** |
| **Pathways Text** | **Queen of the Falls by Chris Van Allsburg** | **The Lost Happy Endings**  **by Carol Ann Duffy and Jane Ray** | **Arthur and the G olden R ope by Joe Todd - Stanton** | **The Darkest Dark by Chris Hadfield** | **The Paperbag Prince**  **by Colin Thompson** | **The Hunter By Paul Geraghty** |
| **Prior knowledge** | Read aloud and understand words based on knowledge of root words, prefixes and suffixes  Read further exception words, including those with unusual spelling/sound links  Read books that are structured in different ways  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Check that the text makes sense to them and discuss their understanding  Participate in discussion about books  Predict what might happen from details stated and implied (2e)  Explain meaning of words in context (2a)  Retrieve and record information (2b)  Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Discuss words and phrases that capture the reader’s interest and imagination  Identify main ideas drawn from more than one paragraph and summarise  Use dictionaries to check the meaning of words that they have read  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non-fiction  Identify themes and conventions in a wide range of books | | | | | |
| **Skills Word reading**  **Ongoing throughout the year** | Use knowledge of morphology and etymology to read aloud and understand new words | | | | | |
| **Ongoing Skills** | • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and read for a range of purposes  • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  • Participate in discussion about books  • Ask questions to improve understanding  • Explain and discuss understanding of reading  • Provide reasoned justifications for views  • Recommend books to peers | | | | | |
| **Core Skills** | Predict what might happen from details stated and implied (2e)  • Explore meaning of words in context (2a)  • Retrieve, record and present information (2b)  • Ask questions to improve understanding | | | | | |
| **Mastery Keys** | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Make comparisons within and across books | Evaluate authors’ language choice, including figurative language  Identify and discuss themes and conventions  Summarise main ideas from more than one paragraph, identifying key details | Make comparisons within and across books  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Summarise main ideas from more than one paragraph, identifying key details  Distinguish between fact and opinion  Identify how language, structure and presentation contribute to meaning presentation contribute to meaning | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify how language, structure and | Evaluate authors’ language choice, including figurative language  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify and discuss themes and conventions |

**Year 6**

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| **Texts** | **Poems from the Second World War selected by Gaby Morgan**  **When we were Warriors by Emma Carroll** | **Jungle Book by Rudyard Kipling (Macmillan)**  **Martha’s Suitcase by The Literacy Company** | **The Happy Prince and Other Tales by Oscar Wilde** | **The Explorer by Katherine Rundell**  **Exploring the Amazon by The Literacy Company** | **Great Adventurers by Alastair Humphreys** | **Sky Chasers by Emma Carroll** |
| **Genre** | **Poetry**  **Fiction: Historical** | **Fiction: Classic**  **Recount/Information** | **Fiction: Classic** | **Fiction: Contemporary**  **Information** | **Information** | **Fiction: Adventure** |
| **Pathways Text** | **Star of Fear, Star of Hope by Jo Hoestland** | **Can we save the tiger? by Martin Jenkins** | **The Selfish Giant by Oscar Wilde Illustrated by Ritva Voutila** | **Island**  **by Jason Chin** | **Manfish By Jennifer Berne** | **SKY CHASERS by Emma Carroll** |
| **Prior knowledge** | • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and read for a range of purposes  • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  • Participate in discussion about books  • Ask questions to improve understanding  • Explain and discuss understanding of reading  • Provide reasoned justifications for views  • Recommend books to peers  Predict what might happen from details stated and implied (2e)  • Explore meaning of words in context (2a)  • Retrieve, record and present information (2b)  • Ask questions to improve understanding  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Make comparisons within and across books  Evaluate authors’ language choice, including figurative language  Identify and discuss themes and conventions  Summarise main ideas from more than one paragraph, identifying key details Make comparisons within and across books  Distinguish between fact and opinion  Identify how language, structure and presentation contribute to meaning presentation contribute to meaning Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | | | | | |
| **Skills Word reading**  **Ongoing throughout the year** | Use knowledge of morphology and etymology to read aloud and understand new words | | | | | |
| **Ongoing Skills** | Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Read books that are structured in different ways and reading for a range of purposes  • Increase 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  • Participate in discussion about books  • Ask questions to improve understanding  • Explain and discuss understanding of reading  • Provide reasoned justifications for views  • Recommend books to peers | | | | | |
| **Core Skills** | Predict what might happen from details stated and implied (2e)  • Explore meaning of words in context (2a)  • Retrieve, record and present information (2b)  • Ask questions to improve understanding | | | | | |
| **Mastery Keys** | Mastery focus: Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Make comparisons within and across books  Evaluate authors’ language choice, including figurative language | Identify and discuss themes and conventions  Summarise main ideas, identifying key details  Distinguish between fact and opinion | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Evaluate authors’ language choice, including figurative language  Make comparisons within and across books | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice, including figurative language | Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Distinguish between fact and opinion | Identify and discuss themes and conventions  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence  Evaluate authors’ language choice, including figurative language |