**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/graphemesRead accurately by blending known GPCsRead multi-syllable words containing known GPCs |
| **Skills Comprehension****Ongoing throughout the year** | Discuss the significance of title and eventsExplain clearly understanding of what is read to themDraw on vocabulary provided by the teacher and discuss meanings |
| **KPIs for Ongoing Skills** | I can speedily read the phonemes/graphemesI can blend all the GPCs I knowI can read multi-syllable words I can discuss the title of a bookI can explain things that have been read to meI can talk about what new words mean |
| **Termly Skills Comprehension** | Retell familiar stories and traditional talesRecognise and join in with predictable phrasesUnderstand texts based on prior knowledge or provided informationCorrect inaccurate reading by check for sense | Read common exception wordsRead common suffixesMake predictions based on reading so farBe encouraged to link what they read or hear read to their own experiences | Read contractions and understand use of apostropheRecite some poetry by heartMake 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 featuresI recognise and join in with predictable phrases in storiesI understand what I read and can talk about familiar things in other stories or information I have been taughtI can correct myself if a sentence doesn’t make sense | I can read all Y1 CEWsI can read words that end in the suffixes -s, -ing, -er -edI can make a prediction based on what I have already readI can talk about my own experiences that are linked to a book | I can read words with contractionsI can recite a poem by heartI 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 featuresI recognise and join in with predictable phrases in storiesI understand what I read and can talk about familiar things in other stories or information I have been taughtI can correct myself if a sentence doesn’t make senseI can read all Y1 CEWsI can read words that end in the suffixes -s, -ing, -er -edI can make a prediction based on what I have already readI can talk about my own experiences that are linked to a bookI can read words with contractionsI can recite a poem by heartI can talk about how a character feels or behaves and tell you how I knowI can speedily read the phonemes/graphemesI can blend all the GPCs I knowI can read multi-syllable words I can discuss the title of a bookI can explain things that have been read to meI 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 fluentI 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

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| 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 independentlyBecome increasingly familiar with and retell a wider range of stories, fairy stories and traditional talesParticipate 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 sayExplain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselvesRecognise simple recurring literary language in stories and poetryDraw on what they already know or on background information and vocabularyCheck that the text makes sense to them as they read and correct inaccurate readingRecognise simple recurring literary language in stories and poetry |

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| **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 textbooksRead books that are structured in different ways and read for a range of purposesIncrease their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyCheck that the text makes sense to them and discuss their understandingParticipate 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 meaningRetrieve 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 textbooksRead books that are structured in different ways and read for a range of purposesIncrease their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyCheck that the text makes sense to them and discuss their understandingParticipate in discussion about booksPredict 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 meaningRetrieve 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 textbooksRead books that are structured in different ways and read for a range of purposesIncrease their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyCheck that the text makes sense to them and discuss their understandingParticipate 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 imaginationDraw 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 textbooksRead books that are structured in different ways and read for a range of purposesIncrease their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyCheck that the text makes sense to them and discuss their understandingParticipate in discussion about booksPredict 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 evidenceMake comparisons within and across books  | Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventionsSummarise 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 peersPredict 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 understandingDraw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidenceMake comparisons within and across books Evaluate authors’ language choice, including figurative language Identify and discuss themes and conventionsSummarise 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 detailsDistinguish 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 conventionsDraw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language |