

Year Group	Term	Topics	Literacy Area	Rationale
EYFS				
Year 1	Autumn	Once Upon a Time	<p>Apply phonic knowledge and skills as the route to decode words including blending CVC words and simple words containing adjacent consonants e.g. stop, best. (Word reading)</p> <p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. (Word reading)</p> <p>Use picture clues to help in reading simple texts. (Word reading)</p> <p>Read simple sentences and understand the meaning including what a pronoun refers to. (Word reading)</p> <p>Link what I read or hear read to my own experiences with prompting. (Comprehension)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases (Comprehension)</p> <p>Draw on what I already know or on background information and vocabulary provided by the teacher (Comprehension)</p> <p>Participate in discussion about what is read to me, taking turns and listening to what others say e.g. answer simple literal retrieval questions and recall the main points. (Comprehension)</p>	<p>Children use their knowledge of phase 2 and 3 sounds to segment and blend new words.</p> <p>Children read books that are targeted at their reading level. This gives them opportunity to consolidate and use previous taught sounds.</p> <p>Children use the pictures of the text to help identify a theme or unfamiliar word therefore developing better understanding</p> <p>Understanding he, she, we links to characters in a book when reading simple sentences. Reading simple sentences is fundamental to developing readers.</p> <p>Children develop understanding by linking what they have read to own experiences eg getting wet in the rain.</p> <p>Children are beginning to recognise repetition and joining in out loud showing that they are developing reading for pleasure.</p> <p>Children are beginning to use their previous knowledge to gain understanding of a text.</p> <p>Children are beginning to say what they like about a book and share their opinions with their peers and listen to others</p>

Spring	Dinosaurs	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes. (Word reading)</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word reading)</p> <p>Read other words of more than one syllable that contain taught GPCs. (Word reading)</p> <p>Appreciate rhymes and poem, and to recite some by heart. (Comprehension)</p> <p>Discuss word meanings and linking new meanings to those already known. (Comprehension)</p> <p>Check that the text makes sense to me as I read. Correct inaccurate reading. (Comprehension)</p> <p>Understand both the books that I can already read accurately and fluently and those that I listen to by predicting what might happen based on what has been read so far. (Comprehension)</p>	<p>Children are continuing to consolidate their phonics knowledge by recognising and reading phonemes spelt differently eg ai, ay, a-e</p> <p>Children are developing their understanding of tricky words and that they must be learnt and cannot be sounded out.</p> <p>Children are developing knowledge of compound words and applying this when segmenting eg cowboy</p> <p>Children are beginning to learn simple rhymes off by heart showing pleasure in rhymes and poems</p> <p>Developing vocabulary and discussing meaning of new words, which broadens their vocabulary knowledge.</p> <p>Children are identifying when they have made a mistake and rereading/ correcting themselves showing understanding of what they are reading.</p> <p>Developing their knowledge of different texts and genres to make carefully thought predictions, which builds on from retelling what they have read.</p>
Summer	Kings and Queens	<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est (Word reading)</p> <p>Read words with contractions (I'm, I'll, we'll) (Word reading)</p>	<p>With a solid understanding of taught sounds, children are now beginning to identify suffixes within words</p> <p>Knowing that some words can be contracted and an apostrophe can replace the letter and identifying these when reading</p>

			<p>Listening to and discuss a wide range of poems, stories and non-fiction, understanding some differences between fiction and non-fiction and recognising the ways text is organised. (Comprehension)</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)</p> <p>Understand both the books that I can already read accurately and fluently and those that I listen to by discussing the significance of the title and events. (Comprehension)</p> <p>Answer simple retrieval questions about a text and find evidence to support answers. (Comprehension)</p> <p>Explain clearly my understanding of what is read to me. (Comprehension)</p> <p>Accurately blend sounds in unfamiliar words containing GPCs already taught. (Word reading)</p> <p>Develop some fluency and expression, pausing at full stops. (Word Reading)</p>	<p>Beginning to identify the differences between F and NF books so they can identify what they are reading</p> <p>Having a good understanding of fairy tales and retelling these in detail so they can use these as a starting point when writing stories.</p> <p>Beginning to understand the significance of a title and further understanding the text they have read.</p> <p>By answering simple questions, shows they have understood what they have read. Developing memory and rereading skills.</p> <p>Discussing what the children have heard/ read shows good listening/ inference skills and articulating helps develop their vocabulary.</p> <p>Using their taught sounds helps them to read new and unfamiliar words with ease.</p> <p>Now children are reading without the need to sound out. Developing fluency enables children to begin to use their voice, which in turn shows understanding. Pausing at full stops indicates understanding of text structure.</p>
Year 2	Autumn	Superheroes	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading)</p>	<p>Decoding should be less frequent at this stage and children should be able to read most words without segmenting.</p> <p>As most words can be read without segmenting, children are now developing</p>

		<p>Read words containing common suffixes (Word Reading) (Expected)</p> <p>Re-read books to build up fluency, expression and confidence in word reading, taking note of punctuation. (Word Reading)</p> <p>Discuss the similarities and differences of different non-fiction books, becoming familiar with appropriate features e.g. contents, index, and glossary. (Comprehension)</p> <p>Recognise simple recurring literacy language in stories and poetry. (Comprehension)</p> <p>Discuss and clarify the meanings of words and linking new meanings to known vocabulary. (Comprehension)</p> <p>Draw on what I already know or on background information and vocabulary provided by the teacher. (Comprehension)</p> <p>Participate in discussion about books, poems and other words that are heard and read to self, taking turns and listening to what others say. (Comprehension)</p> <p>Consistently identify a range of punctuation within a text and respond appropriately. (Word Reading)</p>	<p>further their understanding of suffixes and confidently reading these fluently with new words.</p> <p>A key skill is to reread a text to aid further understanding of a text and changing their voice/ fluency to what is being read.</p> <p>Children will now be able to recognise the difference between fiction and non-fiction. Highlighting key features that make them different.</p> <p>Building from Year 1, children should be able to recognise rhyme and repeated phrases.</p> <p>Children are developing their repertoire of new vocabulary and linking these to words they already know eg big, large, monstrous</p> <p>Children's background knowledge playing a part in how they understand a text, gives them further support in understanding of texts.</p> <p>With adults and peers, children are developing confidence in sharing their thought and understanding</p> <p>By identifying punctuation, children are able to change pace/ expression to suit how a text has been written eg changing voice for a question.</p>
Spring	All Around the World	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Word Reading)</p>	<p>Children are increasingly using their phonics knowledge and applying this to recognises alternative sounds and new words.</p>

		<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) (Most - Expected)</p> <p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)</p> <p>Discuss favourite words and phrases. (Comprehension) Answering and asking questions including showing awareness of texts being set in different times and places and expressing how events make the reader feel. (Comprehension) Expected</p> <p>Predicting what might happen on the basis of what has been read so far. (Comprehension)</p> <p>Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. (Comprehension)</p> <p>Check that the text makes sense to me. Correct inaccurate reading. (Comprehension) (Expected)</p>	<p>Children should be able to read the first 200 common exception words with ease.</p> <p>Children are reading books with more complex spelling patterns matched to what they know. Reading becomes automatic and less reliant on sounding out which in turn aids coherence and understanding of the text.</p> <p>Children are developing their own opinions of words/ themes read. This, in turn aids them with asking their own questions and sharing thoughts about a text.</p> <p>Predictions are becoming more accurate and detail in their explanation is developing.</p> <p>Children are now developing an understanding of different genres and how they differ.</p> <p>Children should be able identify if they have made a mistake or if their sentence does not make sense and reread to correct with minimal adult support.</p>
Summer	Cracking Contraptions	<p>Read accurately words of two or more syllables that contain the same graphemes. (Word Reading) (Expected)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Word Reading) Expected</p> <p>Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently. (Comprehension)</p>	<p>Words read are becoming more complex with more than one syllable. Children are developing skills to break down the word and recognise how to pronounce them</p> <p>Fluency is developing and children are reading at more than 100 words per minute.</p> <p>Children are sharing their own opinions and views during discussions with adults and their peers to gain an understanding of more complex text.</p>

		<p>Become familiar with and retelling a wide range of stories, fairy stories and traditional tales. (Comprehension) Expected</p> <p>Discuss the sequence of events in books and how items of information are related. (Comprehension)</p> <p>Build up a repertoire of poems learnt by heart. Appreciate these poems and recite some, with appropriate intonation to make the meaning clear. (Comprehension)</p> <p>Make inferences on the basis of what is being said and done. (Comprehension) (Expected - make some inferences)</p>	<p>Children use expression to retell stories learnt and identify themes that are similar.</p> <p>Children can use their knowledge of genres to sequence events and identify key facts of information.</p> <p>Children can learn and recite poems using actions, voice and pace</p> <p>Children are now developing how to respond to questions that require deeper understanding and explanations.</p>
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Year Group	Term	Topics	Literacy Area	Rationale
Year 3	Autumn	Ancient Egyptians	<p>Read books that are structured in different ways and read for a range of purposes. Discuss these books including similarities and differences in structure and organisation; sequence of events. (Comprehension)</p> <p>Identify morals, messages and underlying themes in a story. (Comprehension) Discuss words and phrases that capture the reader's interest and imagination. (Comprehension)</p> <p>Ask questions to improve my understanding of a text. (Comprehension)</p> <p>Retrieve and record information from non-fiction. (Comprehension)</p>	<p>Children are now developing their reading by identifying how texts are set and out discussing this, referring to the texts and identifying similarities and differences.</p> <p>Now children are reading fluently, they are now developing understanding of themes, morals and new words which have been chosen to engage the reader.</p> <p>Asking questions shows the want to understand the text further and recognising where they do not understand</p> <p>With increasing accuracy, children are able to skim and retrieve key information</p>

			<p>Participate in discussion about both books that are read to me and those that I can read myself, taking turns and listening to what others say. (Comprehension)</p> <p>Make use of intonation, expression and punctuation to enhance reading. (Word Reading)</p>	<p>Children are showing great interest in a variety of texts and can comment on these and share these with adults and peers.</p> <p>Children are developing increasing confidence in using expression and using punctuation as a tool to read with fluency.</p>
Spring	James and the Giant Peach	<p>Apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that I meet, linked to RWI. (Word Reading)</p> <p>Read some further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)</p> <p>Check that the text makes sense, discuss, understand and explain the meaning of words in context including commenting on how language is used to create effects and paint a picture. (Comprehension)</p> <p>Draw inference such as inferring characters' feelings, thoughts and motives from their actions. (Comprehension)</p> <p>Predict what might happen from details stated and implied. (Comprehension)</p> <p>Scan for individual words. (Comprehension)</p>	<p>Children are beginning to use previous knowledge of vocabulary to identify meaning of new words.</p> <p>Children are reading and writing the first 200 CEW and beginning to reading all the Y3/4 statutory words.</p> <p>Children are able to identify when a text does not make sense and correct it. They are developing skills to explain how a text is set out and how language is used to support the reader.</p> <p>Children are now diving deeper into the texts and identifying and explaining why characters are feeling a certain way or why they have chosen to do something.</p> <p>Developing more accurate predicting skills by using pictures, key information as a starting point.</p> <p>Children are developing skills to skim and scan in order to locate specific words and phrases so that the can do this quickly</p>	
Summer	Tudors	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)</p>	<p>Children have been exposed to a wide range of genres, these are developed further with more complex and challenging texts.</p>	

			<p>Begin to use dictionaries to check the meaning of words that I have read. (Comprehension)</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally. (Comprehension)</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. (Comprehension)</p> <p>Justify inferences with evidence. (Comprehension)</p>	<p>Using dictionaries, children are developing skills in how to use them and how to find meaning of unfamiliar words.</p> <p>Developing their repertoire of genres to Myths and legends, which increases their knowledge of genres and how they are set out. This is also embedded in their writing.</p> <p>More emphasis on expression and pace showing deeper understanding of poems, which is built on from Y2.</p> <p>Children should now be able to explain why they have chosen their answer. Relating to the text and giving clear evidence to their thinking.</p>
Year 4	Autumn	Stone Age	<p>Read books that are structured in different ways and read for a range of purposes. (Comprehension)</p> <p>Identify themes and conventions in a wide range of books including underlying themes. (Comprehension)</p> <p>Discuss words and phrases that capture the reader's interest and imagination. (Comprehension)</p> <p>Ask questions to improve my understanding of a text. (Comprehension)</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. (Comprehension)</p>	<p>Children are now reading a variety of books and genres, taking into consideration how the structure changes the theme of the text. Eg comics, newspaper etc</p> <p>Children's understanding are developing further by identify the purpose of why a text is written eg to persuade, inform</p> <p>Children's understanding of vocabulary is built on by identifying why certain vocabulary is chosen</p> <p>Children are taking ownership of their reading and asking questions relating to the text to further support their understanding.</p>



			<p>Retrieve and record information from non-fiction. (Comprehension)</p> <p>Use contents and index to help retrieve information. (Comprehension)</p> <p>Scan ahead to look for clues to determine meaning and being to skim for general impressions. (Comprehension)</p>	<p>Children can read texts and understand what they have read, so that they can summarise main points independently</p> <p>Children using skills previously taught so they can retrieve key points.</p> <p>Developing their understanding of Non-fiction from Y2/3 and using these to retrieve information.</p>
Spring	What a wonderful world	<p>Apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that I meet, linked to RWI. (Word Reading)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)</p> <p>Check that the text makes sense, discussing understanding and explaining the meaning of words in context. (Comprehension)</p> <p>Predict what might happen from details stated and implied. (Comprehension)</p> <p>Participate in discussion about both books that are read to me and those that I can read myself, taking turns and listening to what others say. (Comprehension)</p> <p>Comment on presentational characteristics of some non-fiction texts, identifying and discussing the effectiveness of structural and organisational features. (Comprehension)</p>	<p>Children are developing further knowledge of root words and suffixes and applying these to new words</p> <p>Children are reading Y3/4 words with confidence and beginning to spell these</p> <p>Children have awareness of when their reading does not make sense and correct themselves</p> <p>Children are increasingly making accurate predictions based on knowledge of other genres and texts read.</p> <p>Children are increasingly taking note of what their peers are saying and expanding on others thoughts and ideas of a text</p> <p>Children are delving deeper into how texts are set out and how this engages the reader. They are identifying why certain features may have been chosen</p>	
Summer	Romans	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)</p>	<p>Children are continuing to expand their reading repertoire so that they gain a deeper understanding of different genres.</p>	

			<p>Use dictionaries to check the meaning of words that I have read. (Comprehension)</p> <p>Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Use appropriate expression. (Comprehension)</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative). (Comprehension)</p> <p>Justify inferences with evidence using quotations from and reference to the text to support discussion. (Comprehension)</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. making reference to choice of language to create mood and build tension. (Comprehension)</p> <p>Use background knowledge to interpret, discuss and understand what has been read. (Comprehension)</p> <p>Identify how an author uses language, structure and presentation to convey a message. (Comprehension)</p> <p>Compare how different sources treat the same information. (Comprehension)</p>	<p>Children are increasingly using dictionaries to develop their understanding of unfamiliar words.</p> <p>Children are developing their understanding of specific characters and how these can be performed, by focussing on expression and actions.</p> <p>Children are developing their understanding of poetry by learning new forms and how they are set out.</p> <p>Children can use evidence from texts they have read to support so that their thinking is backed up with evidence</p> <p>Children are developing more understanding of characters within a text and delving deeper into the choice of language used to describe, thoughts, feelings, actions etc</p> <p>Children are using their experiences and knowledge of the world to make connections with what they have read.</p> <p>Children are increasingly identifying language that supports what the author is trying to convey. Eg language to describe a scary scene</p> <p>Children are developing understanding of how different sources share information eg internet, report, newspaper and how they can present it in different ways</p>
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Year 5	Autumn	Victorians	<p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. (Word Reading)</p> <p>Make comparisons within and across books in some genres including grammatical features. (Comprehension)</p> <p>Understand what has been read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. (Comprehension)</p> <p>Ask questions to improve my understanding. (Comprehension)</p> <p>Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Comprehension)</p> <p>Distinguish between statements of fact and opinion, using a range of sources. (Comprehension)</p> <p>Retrieve and record information from non-fiction texts e.g skimming and scanning(Comprehension)</p>	<p>Moving on from Y4, children are able using previous knowledge and skills to find meaning of new words.</p> <p>By identifying grammatical features, children are able to see the effects of certain features and how they affect a piece of writing.</p> <p>By checking what they have read, children are able to understand what they have read and comment on the choice of language.</p> <p>By asking questions, they are gaining a deeper understanding of the text and developing their background knowledge.</p> <p>By summarising what they have read and drawing on the key details, they show an understanding of what they have read</p> <p>Children can identify the differences of fact and opinion which in turn supports their understanding of why certain texts are written a certain way eg newspaper reports, persuasive letters.</p> <p>Developing the skill of skimming gives children the ability to locate information quickly after re reading</p>
	Spring	Destination: Outer Space!	<p>Recommend books that I have read to my peers, giving reasons for my choices. (Comprehension)</p> <p>Prepare plays to read aloud and to perform. Show understanding through intonation, tone and volume so that the meaning is clear to an audience. (Comprehension)</p>	<p>By recommending books, children are developing a sense of independence and understanding of what genres they like and why</p> <p>By performing aloud, children are gaining a more solid understanding of specific</p>

			<p>Make inferences such as inferring characters' feelings, thoughts and motives from own actions. Justify inferences with evidence. (Comprehension)</p> <p>Predict what might happen from details stated and implied. (Comprehension)</p> <p>Understand what has been read by identifying how language, structure and presentation contribute to meaning. (Comprehension)</p> <p>Provide reasoned justifications for own views orally. Begin to record written justifications. (Comprehension)</p>	<p>characters and the importance of using their voice.</p> <p>By inferring characters and justifying with evidence from the text, children are showing a deeper level of inference skills.</p> <p>Predictions become more accurate and are backed up with evidence from the text.</p> <p>Picking out language and structure becomes more autonomous and children are understanding texts with ease.</p> <p>Children are regularly justifying their views and presenting in a clear manner</p>
Summer	Island invasion	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)</p> <p>Increase familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. (Comprehension)</p> <p>Begin to identify and discuss themes and conventions in and across a range of writing. (Comprehension)</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)</p> <p>Participate in discussions about books that are heard and read to self. Build on own and others' ideas and challenge views courteously. (Comprehension)</p> <p>Empathise with different characters' points of view and explore alternative events and actions, commenting on the author's choices. (Comprehension)</p>	<p>Children are continuing to discuss a variety of texts with increasing accuracy of features</p> <p>By reading a variety of genres, children are developing their knowledge of the wider world, their heritage and other cultures and gain an understanding of how these genres are set out.</p> <p>By identifying themes, children can see how language plays a part in these</p> <p>By evaluating language, children are able to identify how language is chosen to suit the genre of writing and how it engages the reader.</p> <p>Children are continuing to listen and share their ideas, building on others views. Through</p>	

				<p>this, they can challenge views using their own understanding</p> <p>By showing understanding of a text, children can discuss and review events and actions within a text by commenting on authors choices.</p>
Year 6	Autumn	WW1	<p>Make comparisons within and across books. (Comprehension)</p> <p>Ask questions to improve my understanding. (Comprehension)</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Comprehension)</p> <p>Distinguish between statements of fact and opinion. (Comprehension)</p> <p>Retrieve, record and present information from non-fiction texts, using skimming and scanning to support. (Comprehension)</p>	<p>Children can consider similarities and differences across different books</p> <p>By generating own questions, children are widening their knowledge and taking control of their understanding</p> <p>By summarising, they are able to pick out main parts of an extract showing deeper understanding.</p> <p>Children are able to compare the differences between fact and opinion and identify these in texts</p> <p>By skimming and scanning, children are able to retrieve key information quickly.</p>
	Spring	Greeks	<p>Learn a wide range of poetry by heart. (Comprehension)</p> <p>Prepare poems to read aloud and to perform. Show understanding through intonation, tone and volume so that the meaning is clear to an audience. (Comprehension)</p> <p>Make inferences such as inferring characters' feelings, thoughts and motives from own actions. Justify inferences with evidence. (Comprehension)</p> <p>Predict what might happen from details stated and implied. (Comprehension)</p>	<p>Children are able to learn poetry of different forms and know how they are set out.</p> <p>Children perform poems showing understanding of the layout and how intonation, tone and volume is important to convey meaning of the poem</p> <p>Children are able to search for evidence within a text to back up their thinking</p>

			<p>Identify how language, structure and presentation contribute to meaning. (Comprehension)</p> <p>Provide reasoned justifications for own views orally and in written form. (Comprehension)</p>	<p>Children have secure skills in using details from a text to make predictions.</p> <p>Children can identify features and how language chosen influences how a text is presented to the reader.</p> <p>Children are able to explain their thinking and give reasons that back up their understanding.</p>
	Summer	On top of the world	<p>Read texts that are structured in different ways and reading for a range of purposes, including recognising ways in which writers present issues and points of view (Comprehension)</p> <p>Identify and discuss themes and conventions in and across a wide range of writing. (Comprehension)</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)</p> <p>Explain and discuss my understanding of what has been read including through formal presentations and debate. Maintain a focus on the topic and use notes where necessary. (Comprehension)</p> <p>Distinguish between implicit and explicit points of views. (Comprehension)</p>	<p>Children are consolidating what they have been taught previously reading a range of genres and identifying why texts are set out the way they are.</p> <p>Children are able to explain why texts are written in certain ways and what the author is trying to achieve.</p> <p>Children are delving deeper into how authors write and how language chosen makes the reader feel when reading.</p> <p>Children are using their knowledge of what has been read to make note and present key facts and opinions</p>