

# Curriculum Map

## English: Reading

Note that there are some changes to the layout of the English maps, with Autumn, Spring and Summer Term information displayed horizontally after the year's knowledge, skills and vocabulary. Core books are subject to change.

Year	Year A	
Reception	<b>Fluency</b>	<b>Comprehension</b>
	<b>Links to previous learning</b>	<b>Links to previous learning</b>
	Listening to rhymes and singing songs Conversations in homes I can show interest in illustrations and print in books and print in the environment. I can recognise familiar words and signs such as own name and advertising logos. I can look and handle books independently (holds books the correct way up and turns pages).	Understanding people's conversations at home Noticing print around them in the home
	<b>Knowledge</b>	<b>Knowledge</b>
	I know that words are made of letters (graphemes) which make sounds (phonemes) I know that words can rhyme I know that pictures in stories are called illustrations I know that authors write stories I know that writing is all around me. I know that sounds can be segmented and blended.	I know the way stories are structured. I know that the words I know make up my vocabulary, which I can use to communicate. I know that it is fun to join in with stories and poems. I know that information can be relayed in the form of print. I know that information can be retrieved from books and computers.
	<b>Key Skills</b>	<b>Key Skills</b>
	<b>Autumn – Level 2</b>	I can engage in story times. I can listen and talk about stories to build familiarity and understanding. I can listen to stories and relate events to my own experiences. I can anticipate key events and phrases in rhymes and stories. I can begin to be aware of the way stories are structured. I can identify the main story settings, events and principal characters. I can retell the story (once they have developed a deep familiarity with the text, some exact repetition and some in their own words). I can listen carefully to rhymes, poems and songs. I can enjoy an increasing range of books. I can follow a story without pictures or props. I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. I can predict what might happen, based on what has been read so far. I can suggest how a story might end. I can begin to understand and answer 'why' and 'how' questions.
	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l, ff, ll, ss, 's' saying z CEW; to, the, no, go, l Book Band; Pink (1-5)  I can give the phoneme when shown any level 2 grapheme I can find any level 2 grapheme, from a display, when given the phoneme I can orally blend and segment cvc word I can blend and segment in order to read and spell (using magnetic letters/writing) VC words, such as; if, am, on, up I can read the five tricky words – the, to, l, no, go	
	<b>Spring – Level 3</b>	I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can demonstrate understanding when talking with others about what I have read. I can build up vocabulary that reflects the breadth of my experiences. I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
	j, v, w, x, y, z, zz, qu consonant digraphs: ch, sh, th, th, ng, vowel digraphs: ai, ee, igh, oa, oo, oo, ar, or ur, ow, oi, ear, air, ure, er CEW; Revise level 2 tricky words and learn level 3 tricky words; he, she, we, me, be, was, my, you, they, here, all, are, (recap) was, my, we, they Book Band; Red (1-3) I can give the phoneme when shown all or most level 2 and level 3 graphemes I can find all or most level 2 and level 3 graphemes, from a display, when given the phoneme I can blend and read cvc words (single-syllable words consisting of level 2 and level 3 graphemes) I can segment and make a phonetically plausible attempt at spelling cvc words (single syllable words consisting of level 2 and level 3 graphemes) I can read and spell some two-syllable words using level 2 and level 3 graphemes I can read the tricky words – he, she, we, me, be, was, my, you, here, they, all, are I can spell the tricky words – the, to, l, no, go I can write each letter correctly when following a model.	
<b>Summer – Level 4</b>	I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books. I can listen to and join in with stories and poems, one-to-one and in small groups. I can join in with repeated refrains in rhymes and predictable phrases in stories. I can play cooperatively as part of a group to develop and act out a narrative. I can develop pleasure in reading, motivation to read, vocabulary and understanding. I can listen to and discuss a wide range of rhymes, stories and non-fiction at a level beyond that at which I can read independently.	
CVCC words, CCVC words, adjacent consonants, polysyllabic words, three-letter adjacent consonants		

	<p>Read tricky words; said, so, have, like, come, some, were, there, little, one, little, one, do, when, out, what Book Band; Yellow (1-2)</p> <p>CVCC words, CCVC words, adjacent consonants, polysyllabic words, three-letter adjacent consonants</p> <p>I can give the phoneme when shown any level 2 and level 3 grapheme I can find any level 2 and level 3 grapheme, from a display, when given the phoneme I can blend and read words containing adjacent consonants I can segment and spell words containing adjacent consonants I can read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants. I can read the tricky words; said, so, have, like, come, some, were, there, little, one, do, when, out, what I can spell the tricky words; he, be, we, she, me, was, you, they, are, all, my, here I can write each letter, usually correctly</p> <p>I can enjoy rhyming and rhythmic activities. I can show an awareness of rhyme and alliteration. I can recognise rhythm in spoken words. I can continue a rhyming string. I can hear and say the initial sound in words. I can segment the sounds in simple words and blend them together and know which letter represents some of them. I can link sounds to letters, naming the letters of the alphabet. I can use phonic knowledge to decode regular words and read them aloud accurately. I can read some tricky. I can ascribe meanings to marks that they see in different places. I can read and understand simple sentences.</p>	<p>I can participate in discussions about what is read to me, taking turns and listening to what others say.</p> <p>I can apply phonic knowledge and skills as the route to decode words. I can reread books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	
<b>Vocabulary</b>		<b>Vocabulary</b>	
Rhyme, alliteration, author, words, illustrations, alphabet, letters, capital letter, full stop, sound, sound buttons, sound bar, segment, blend, tricky words, phoneme, grapheme Books: pages, words, sentences, letters		Retell, vocabulary, meaning, stories, rhymes, poems, Nursery Rhyme, listeners, characters & settings, fiction, non-fiction, facts, information	
<b>Autumn Term</b> <b>Wider curriculum links</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Book List and Resources</b> <b>Autumn 1</b>	<b>Core Book List and Resources</b> <b>Autumn 2</b>
<p><b>Who am I?</b> Recognising diversity of families Celebrating culture through storytelling Theatre experience – Julia Donaldson stories Nativity Ashmeadow</p>	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>	<p><b>Archaic Language</b> Nursery Rhymes Goldilocks (traditional) The Night Before Christmas, by Clement Clarke Moore The Nativity Traditional Tale</p> <p><b>Non-Linear Text</b> Dear Zoo, by Rod Campbell</p> <p>----- <b>Year B TBC (please see core reading texts)</b></p>	<p><b>Complexity of Plot/Symbolism</b> The Tiger who came to tea, by Judith Ker</p> <p><b>Non-Fiction Texts</b> What can you see in Autumn? by Sian Smith</p> <p><b>Other Texts</b> Clean up, by Nathan Bryan</p> <p>----- <b>Year B TBC (please see core reading texts)</b></p>
<b>Spring Term</b> <b>Wider curriculum links</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Book List and Resources</b> <b>Spring 1</b>	<b>Core Book List and Resources</b> <b>Spring 2</b>
Celebrating culture through storytelling Build vocabulary Communication through letters	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn.</p>	<p><b>Archaic Language</b> Nursery Rhymes The Tale of Peter Rabbit</p>	<p><b>Non-Fiction Texts</b> What can you see in Winter? What can you see in Spring?</p>

	Celebrating positive relationships	Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b><u>Narratively Complex Texts</u></b> The Gruffalo, by Julia Donaldson <b><u>Complexity of Plot/Symbolism</u></b> We're going on a bear hunt, by Michale Rosen ----- <b>Year B TBC (please see core reading texts)</b>	by Sian Smith <b><u>Stories from around the world/BAME</u></b> Handa's Surprise, by Eileen Browne ----- <b>Year B TBC (please see core reading texts)</b>
	<b>Summer Term</b> <b>Wider curriculum links</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Book List and Resources</b> <b>Summer 1</b>	<b>Core Book List and Resources</b> <b>Summer 2</b>
	Celebrating local culture through storytelling Developing an understanding of our local history	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b><u>Archaic Language</u></b> Nursery Rhymes <b><u>Narratively Complex Texts</u></b> What did the tree see? by Charlotte Guillain <b><u>Resistant Texts</u></b> Jasper's Beanstalk, by Nick Butterworth ----- <b>Year B TBC (please see core reading texts)</b>	<b><u>Non-Fiction Texts</u></b> What can you see in Summer? by Sian Smith <b><u>Stories from around the world/BAME</u></b> The Proudest Blue, by Ibtihaj Muhammad <b><u>Other Texts</u></b> Clean up, by Nathan Bryan The very hungry caterpillar ----- <b>Year B TBC (please see core reading texts)</b>

	<b>Fluency</b>	<b>Comprehension</b>
	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
	Level 2, 3 and 4 phonemes and graphemes Recognition of rhyme and rhythm in song and verse	Listening and understanding stories and rhymes Understanding conversations Making simple predictions Joining in with simple rhymes
	<b>Knowledge</b>	<b>Knowledge</b>
	I know that words can be built using GPCs. I know that sometimes, the rules of phonics do not apply I know that some phonemes can have more than one way to represent them	I know that a text needs to make sense. I know the difference between fiction, non-fiction and poetry. I know that stories follow patterns, which helps with inference and predictions.
	<b>Key Skills</b>	<b>Key Skills</b>
1	<b>Autumn – Recap Level 3 and 4 (2 weeks)</b> j, v, w, x, y, z, zz, qu consonant digraphs: ch, sh, th, th, ng, vowel digraphs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er + CVCC words, CCVC words, adjacent consonants, polysyllabic words, three-letter adjacent consonants Revise level 3 CEW; he, she, we, me, be, was, my, you, they, here, all, are and level 4; said, so, have, like, come, some, were, there, little, one, do, when, out, what  <b>Autumn (from week 3) - Level 5</b> ay saying 'ai', oy saying /oi/, ie saying /igh/, ea saying /ee/, a-e saying /ai/, i-e saying /igh/, o-e saying /oa/, u-e saying /yoo/ and /oo/, e-e saying /ee/, ou saying /ow/, long vowel sounds, ch saying /c/ and ch saying /sh/  CEW; could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through	I can develop pleasure in reading, motivation to read, vocabulary and understanding. I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. I can retell familiar stories in increasing detail. I can participate in discussions about what is read to me, taking turns and listening to what others say. I can discuss the significance of titles and events. I can discuss word meaning and link new meanings to those already known. I can begin to make simple inferences. I can predict what might happen based on what has been read so far. I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics I can recognise and join in with predictable phrases I can learn to appreciate rhymes and poems, and recite some by heart I can discuss word meanings, linking new meanings to those already known I can clearly explain my understanding of what is read to me

**Spring - Level 5**

ir saying /ur/, ue saying /yoo/ and /oo/, y saying /ee/, aw and au saying /or/, ow and oe saying /oa/, wh saying /w/, c saying /s/, g saying /j/, ph saying /f/, ea saying /e/

CEW; work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before

**Summer – Level 5**

ie saying /ee/, adding –ed, adding –s and –es, adding –er and –est, tch saying /ch/, adding –ing and –er to verbs, are and ear saying /air/, unspoken e, ore saying /or/, adding –un

CEW; January, February, April, July, scissors, castle, beautiful, treasure, door, floor, favourite, bought, autumn, gone, know, colour, other, does, talk, two

- I can give the phoneme when shown any grapheme that has been taught
- I can write the common graphemes for any given phoneme
- I can apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- I can read and spell phonetically decodable two-syllable and three-syllable words
- I can read and spell all taught common exception words
- I can form each letter correctly
- I can use alternative ways of pronouncing and representing the long vowel sounds

- I can respond speedily, giving the correct sound graphemes for all of the 40+ phonemes.
- I can read words containing taught GPCs.
- I can read words containing -s, -es, -ing, -ed, -er and -est endings.
- I can read words with contractions, e.g. I'm, I'll and we'll.
- I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
- I can accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- I can reread texts to build up fluency and confidence in word reading.
- I can match my teacher modelling fluency and prosody when reading aloud.

**Vocabulary**

Phonics, graphemes, phonemes, digraph, trigraph, contraction (I'm) decode, segment, blend, tricky words/Common Exception Words, texts letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

**Autumn Term Cultural Opportunities**

Recognising diversity of families  
Celebrating culture through storytelling

**Values & Fruits of the Spirit**

**School Values:** Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  
**British Values:** The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  
**Christian Star Qualities:** Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.

**Spring Term**

**Values & Fruits of the Spirit**

- I can be encouraged to link what I read, or stories read to me, to my own experiences
- I can understand both the books I can already read accurately and fluently and those I listen to
- I can draw on what I already know or on background information and vocabulary provided by the teacher
- I can 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
- I can re-read books to build up my fluency and confidence in word reading
- I can check that a text makes sense as I read, and I can make some self- correct.
- I can develop ability to select books
- I can recommend books that I have read

**Vocabulary**

Vocabulary, decoding, retrieve, predict, comprehension, infer, poem, rhyme

**Core Books and Resources Autumn 1**

**Year A**  
**Complexity of Plot/Symbolism**  
Grandad's Island, by Benji Davies  
**Archaic Language**  
The Owl and the Pussycat, by Edward Lear (Poem)  
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**Year B**  
**Stories from around the world/BAME**  
The New Small Person by Lauren Child  
**Other texts**  
Alan's big scary teeth

**Core Books and Resources Autumn 2**

**Year A**  
**Other Texts**  
Bear Snores On, by Karma Wilson  
Winter Sleep, by Sean Taylor and Alex Morss  
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**Year B**  
**Narratively Complex**  
The three Wolves and the Big Bad Pig, by Eugene Trivizas  
**Other texts**  
Under and Over the Snow, by Kate Messner

**Core Books and Resources**

**Core Books and Resources**

	<b>Cultural Opportunities</b>		<b>Spring 1</b>	<b>Spring 2</b>
	Celebrating culture through storytelling Celebrating positive relationships Hearing and using rhyme and rhythm Author visit	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> <b><u>Narratively Complex</u></b> The day the crayons quit, by Drew Daywalt <b><u>Complexity of Plot/Symbolism</u></b> I do not mind you, winter wind (Poem), by Jack Prelutsky <b><u>Stories from around the world/BAME</u></b> Grandad Mandela, by Zazi, Ziwelene Mandela and Sean Quails ----- <b>Year B</b> <b><u>Resistant Text</u></b> The Book with no Pictures, by B J Novak <b><u>Non-Linear Text</u></b> Grandpa, by John Birmingham	<b>Year A</b> <b><u>Non-Fiction Texts</u></b> My first book of Garden Birds, by Mike Unwin and Sarah Whittley <b><u>Resistant Text</u></b> Lost and found, by Oliver Jeffers ----- <b>Year B</b> <b><u>Narratively Complex</u></b> Fantastic Mr Fox, by Roald Dahl
	<b>Summer Term Cultural Opportunities</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Books and Resources Summer 2</b>	<b>Core Books and Resources Summer 2</b>
	Celebrating local culture through storytelling Developing an understanding of our local history	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> <b><u>Non-Fiction Texts</u></b> Seasons come, seasons go: tree, by Brita Teckentrup <b><u>Complexity of Plot/Symbolism</u></b> And if the moon could talk by, Kate Banks and Georg Hallensleben <b><u>Other texts</u></b> The Golden Glow ----- <b>Year B</b> <b><u>Stories from around the world/BAME/Complexity of Plot/Symbolism</u></b> The Lotus Seed, by Sherry Garland <b><u>Archaic Language</u></b> The Tale of Squirrel Nutkin, by Beatrix Potter	<b>Year A</b> <b><u>Archaic Language</u></b> Jack and the Beanstalk, retold <b><u>Other texts</u></b> The Giraffe the Pelly and Me, by Roald Dahl ----- <b>Year B</b> <b><u>Other texts</u></b> Grandma Bird, by Benji Davies <b><u>Stories from around the world/BAME</u></b> Ossiri and the Bala Mengro <b><u>Other texts</u></b> Mad about Mini Beasts (poems)

2	<b>Fluency</b>		<b>Comprehension</b>	
	<b>Links to previous Learning</b>		<b>Links to previous Learning</b>	
	Read GPC words Read words with common suffixes Recognise contractions in reading		Make simple inferences Recognise different genres of stories, poems and non-fiction texts Retell familiar stories Discuss the meaning and express opinions about stories	
	<b>Knowledge</b>		<b>Knowledge</b>	
	I know that I need to practise reading aloud to become fluent. I know that a prefix is added to the beginning of a word and a suffix is added to the end. I know that words are made up of syllables.		I know that fairy stories and traditional tales have some common features. I know some poems off by heart. I know that a knowledge of vocabulary and background information is necessary to understand a text.	
<b>Key Skills</b>		<b>Key Skills</b>		
<b>Autumn – Recap Level 5 (2-3 weeks)</b> ay saying /ai/, oy saying /oi/, ie saying /igh/, ea saying /ee/, a-e saying /ai/, i-e saying /igh/, o-e saying /oa/, u-e saying /yoo/ and /oo/, e-e saying /ee/, ou saying /ow/, long vowel sounds, ch saying /c/ and ch saying /sh/ ir saying /ur/, ue saying /yoo/ and /oo/, y saying /ee/, aw and au saying /or/, ow and oe saying		I can develop pleasure in reading, motivation to read, vocabulary and understanding I can 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 I can read independently I can discuss the sequence of events in books and how items of information are related I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional		

/oa/, wh saying /w/, c saying /s/, g saying /j/, ph saying /f/, ea saying /e/  
ie saying /ee/, adding –ed, adding –s and –es, adding –er and –est, tch saying /ch/, adding –ing  
and –er to verbs, are and ear saying /air/, unspoken e, ore saying /or/, adding –un

+ Level 5 CEW

**Autumn (from week 3 or 4) - Level 6**

y saying /igh/, dge and ge saying /j/, -es to words ending in /y/, gn saying /n/, kn saying /n/,  
adding –ed and –ing to words ending in y, wr saying /r/, le saying /l/, adding –er and –est to  
words ending in y, el saying /l/

CEW; door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four,  
eight, world, work, poor, great, break, steak

**Spring – Level 6**

al and il saying /l/, adding –ed and –er to words ending in e, eer saying /ear/, ture, adding –est  
and –y to words ending in e, mb saying /m/, a and al saying /or/, adding –ing and –ed to  
CVC/CCVC words, o saying /u/, ey saying /ee/

CEW: busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, show,  
pretty, neighbour, England, tongue, group, country, heart, dangerous

**Summer – Level 6**

Adding –er, -est and –y to CVC and CVCC words, contractions, war saying /wor/ and wor saying  
/wur/, suffixes –ment and –ness, s saying /zh/, wa saying /wo/ and qua saying /quo/, tion,  
suffixes –ful, -less and –ly, homophones and near homophones, prefix –dis

CEW; special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter,  
straight, touch, caught, daughter, journey, area, heard, early

I can continue to apply phonic knowledge and skills as the route to decode words until automatic  
decoding has become embedded and reading is fluent.

I can read accurately by blending the sounds in words that contain the graphemes taught so far,  
especially recognising alternative sounds for graphemes.

I can read accurately most words with two or more syllables

I can read most words containing common suffixes

I can read most common exception words

I can read most words accurately, in age-appropriate books, without overt sounding and  
blending (fluent enough to allow them to focus on their understanding, rather than on decoding  
individual words

I can sound out most unfamiliar words accurately, without undue hesitation

I can segment spoken words into phonemes and represent them by graphemes, spelling many of  
these words correctly and making phonetically plausible attempts at others

I can spell most common exception words correctly

I can read most Y1 and Y2 common exception words\*, noting unusual correspondences between  
spelling and sound and where these occur in the word.

I can reread books to build up fluency and confidence in word reading.

I can notice full stops when reading aloud.

I can match my teacher modelling fluency and prosody when reading aloud.

**Vocabulary**

Phoneme, digraph, trigraph, consonants, vowels, grapheme, segment, blend, compound word,  
key word/common exception word, prefix, suffix, homophone, syllables, count graphemes, base  
words, suffixes, prefixes, coordinating conjunctions, subordinating conjunctions, word class,

tales

I can be introduced to non-fiction books that are structured in different ways

I can recognise simple recurring literary language in stories and poetry

I can discuss and clarify the meaning of words, linking new meanings to known vocabulary

I can discuss my favourite words and phrases

I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some,  
with appropriate intonation to make the meaning clear

I can understand both the books that I can already read accurately and fluently and those that I listen  
to.

I can draw on what I already know or on background information and vocabulary provided by the  
teacher.

I can check that the text makes sense to me as I read and make self-corrections.

I can make inferences based on what is being said and done.

I can answer and ask questions.

I can predict what might happen based on what has been read so far.

I can participate in discussion about books, poems and other works that are read to me and those  
that I can read for myself, taking turns and listening to what others say.

I can explain and discuss my understanding of books, poems and other material, both those that they  
listen to and those that I read for myself.

I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar  
words accurately, automatically and without undue hesitation.

I can re-read these books to build up their fluency and confidence in word reading.

I can recommend books that I have read and say why I enjoyed the books.

**Vocabulary**

Decoding, retrieve, predict, comprehension, infer, explain, compare, poetry, contents, glossary,  
alliteration,

	nouns, proper nouns, noun phrase, verbs tense (past, present), adjectives, adverbs, dictionary, alphabetical order, thesaurus, possessive apostrophes, commas, question, exclamation, command		
<b>Autumn Term Cultural Opportunities</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Books and Resources Autumn 1</b>	<b>Core Books and Resources Autumn 2</b>
Diverse experiences Retelling traditional tales - an appreciation of culture through storytelling	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> <b>Complexity of Plot/Symbolism</b> Grandad's Island, by Benji Davies <b>Archaic Language</b> The Owl and the Pussycat, by Edward Lear (Poem) ----- <b>Year B</b> <b>Stories from around the world/BAME</b> The New Small Person by Lauren Child <b>Other texts</b> Alan's big scary teeth	<b>Year A</b> <b>Other Texts</b> Bear Snores On, by Karma Wilson Winter Sleep, by Sean Taylor and Alex Morss ----- <b>Year B</b> <b>Narratively Complex</b> The three Wolves and the Big Bad Pig, by Eugene Trivizas <b>Other texts</b> Under and Over the Snow, by Kate Messner
<b>Spring Term Cultural Opportunities</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Books and Resources Spring 1</b>	<b>Core Books and Resources Spring 2</b>
	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> <b>Narratively Complex</b> The day the crayons quit, by Drew Daywalt <b>Complexity of Plot/Symbolism</b> I do not mind you, winter wind (Poem), by Jack Prelutsky <b>Stories from around the world/BAME</b> Grandad Mandela, by Zazi, Ziwelene Mandela and Sean Quails ----- <b>Year B</b> <b>Resistant Text</b> The Book with no Pictures, by B J Novak <b>Non-Linear Text</b> Grandpa, by John Birmingham	<b>Year A</b> <b>Non-Fiction Texts</b> My first book of Garden Birds, by Mike Unwin and Sarah Whittlely <b>Resistant Text</b> Lost and found, by Oliver Jeffers ----- <b>Year B</b> <b>Narratively Complex</b> Fantastic Mr Fox, by Roald Dahl
<b>Summer Term</b>	<b>Values &amp; Fruits of the Spirit</b>	<b>Core Books and Resources Summer 1</b>	<b>Core Books and Resources Summer 2</b>
Celebrating local culture through storytelling Developing an understanding of our local history	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> <b>Non-Fiction Texts</b> Seasons come, seasons go: tree, by Brita Teckentrup <b>Complexity of Plot/Symbolism</b> And if the moon could talk by, Kate Banks and Georg Hallensleben <b>Other texts</b> The Golden Glow ----- <b>Year B</b> <b>Stories from around the world/BAME/Complexity of Plot/Symbolism</b> The Lotus Seed, by Sherry Garland <b>Archaic Language</b> The Tale of Squirrel Nutkin, by Beatrix Potter	<b>Year A</b> <b>Archaic Language</b> Jack and the Beanstalk, retold <b>Other texts</b> The Giraffe the Pelly and Me, by Roald Dahl ----- <b>Year B</b> <b>Other texts</b> Grandma Bird, by Benji Davies <b>Stories from around the world/BAME</b> Ossiri and the Bala Mengro <b>Other texts</b> Mad about Mini Beasts (poems)

<b>Year 3/4</b>	<b>Fluency</b>		<b>Comprehension</b>	
	<b>Links to previous Learning</b>		<b>Links to previous Learning</b>	
	Phonics (Level 6) Reading with a degree of fluency, building unfamiliar words and blending sounds Read aloud and reread to self-correct and develop fluency		Recognise features of different genres of text Retell a variety of stories and poems Make predictions and inferences from a text Sequence events in a story and discuss	
	<b>Knowledge</b>		<b>Knowledge</b>	
	I know that prefixes and suffixes are added to root words. I know that if I know the root of a word, it can help me to understand its meaning. I know how to apply my phonics knowledge when reading		I know and can recognise fiction, non-fiction, poetry, plays, reference books and textbooks. I know that non-fiction books are factual, and fiction is made-up. I know that some poetry is made to be read aloud. I know that I must justify by predictions, inferences and deductions with evidence from the text. I know that authors choose words and phrases carefully to have an effect. I know that sometimes we need to read between the lines to work out characters' feelings, thoughts and motives – the information is not all in written form. I know that non-fiction texts are organised with contents pages, indexes and glossaries. I know that the spine of the book states the title and author. I know that the cover of a book contains information to persuade people to read it.	
	<b>Key Skills</b>		<b>Key Skills</b>	
	I can begin to read accurately and at a speed that is sufficient for me to focus on understanding what I read rather than on decoding individual words. I can use my phonic knowledge, as needed, to decode quickly and accurately (may still need support to read longer unknown words). I can begin to decode most new words outside my spoken vocabulary, making a good approximation to the word's pronunciation. I can test out different pronunciations. I can attempt to match what I decode to words I may have already heard but may not have seen in print. I can apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto – to read aloud. I can apply my growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud and understand the meaning of new words. I can begin to read Y3/Y4 exception words, noting the unusual sounds occurring in these words. I can notice full stops and commas when reading aloud. I can match my teacher modelling fluency and prosody when reading aloud.		I can develop positive attitudes to reading, and an understanding of what I read I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I can read books that are structured in different ways and read for a range of purposes I can use dictionaries to check the meaning of words that I have read I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally I can identify themes and conventions in a wide range of books I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I can discuss words and phrases that capture the reader's interest and imagination I can recognise some different forms of poetry e.g. free verse, narrative poetry  I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. I can ask questions to improve my understanding of a text. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. I can predict what might happen from details stated and implied. I can identify main ideas drawn from more than one paragraph and summarise these. I can identify how language, structure, and presentation contribute to meaning. I can retrieve and record information from non-fiction. I can participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. I can recommend books that I have read and suggest why others may enjoy them too.	
	<b>Vocabulary</b>		<b>Vocabulary</b>	
	Decode, root words, suffixes, prefixes, rehearsing, re reading, presentation, performance, origins, index, fluent, preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		Fiction & non-fiction, poetry, reference, terminology, character, plot, setting, author, phrases, inference, justify, motives, predictions, prepare and perform, audience, retrieve, evidence intonation	
	<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources Autumn 1</b>	<b>Book List and Resources Autumn 2</b>
Refugees and their plight: developing	<b>School Values:</b> Happy, Healthy and Secure.	<b>Year A</b>	<b>Year A</b>	



	tolerance & empathy Mindfulness and emotional wellbeing	Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Stories from around the world/BAME</b> Nelson Mandela's Long Walk to Freedom The Proudest Blue, S K Ali Ibtihaj Muhammad  <b>Archaic Language</b> The Wind and the Willow's (abridged), by Kenneth Graeme  <b>Non-Linear Text</b> The Butterfly Lion, by Micheal Morpurgo The Firework Maker's Daughter, by Philip Pullman  <b>Narratively Complex</b> Diary of Killer Cat, by Anne Fine ----- <b>Year B</b>	<b>Archaic Language</b> Charlotte's Web, by ED White  <b>Complexity of Plot/Symbolism</b> Iron Man, by Ted Hughes The Tin Forest, by Helen Ward  <b>Resistant Text</b> Something told the Wild Geese (poem), by Rachel Fiels Topsy Turvy World (poem), by William Brighty Rands ----- <b>Year B</b>
	<b>Spring Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources Spring 1</b>	<b>Book List &amp; Resources Spring 2</b>
	Learning from history Developing empathy Twin school Senegal – developing an understanding of a different culture	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	TBC  <b>Year A</b> ----- <b>Year B</b>	TBC  <b>Year A</b> ----- <b>Year B</b>
	<b>Summer Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List &amp; Resources Summer 1</b>	<b>Book List and Resources Summer 2</b>
	Residential trip to Lake District Developing awe for the natural world Developing a knowledge of local and regional culture	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	TBC  <b>Year A</b> ----- <b>Year B</b>	TBC  <b>Year A</b> ----- <b>Year B</b>

	<b>Fluency</b>		<b>Comprehension</b>	
	<b>Links to previous Learning</b>		<b>Links to previous Learning</b>	
4	Children should have completed the phonics programme but may need interventions to revisit areas in which they struggle. Know and recognise root words		Discuss texts, asking questions to develop clarity, using the correct terminology Retrieve information from a text to justify predictions or deductions Make inferences	

	<p>Recognise and understand the use of prefixes and suffixes</p> <p><b>Knowledge</b></p> <p>I know that prefixes and suffixes are added to root words. I know that if I know the root of a word, it can help me to understand its meaning.</p> <p><b>Key Skills</b></p> <p>I can read accurately and at a speed that is sufficient for me to focus on understanding what I read rather than on decoding individual words. I can use my phonic knowledge, as needed, to decode quickly and accurately (may still need support to read longer unknown words). I can begin to decode many new words outside my spoken vocabulary, making a good approximation to the word's pronunciation. I can test out different pronunciations. I can match what I decode to words I may have already heard but may not have seen in print. I can apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto – to read aloud. I can apply my growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud and understand the meaning of new words. I can read Y3/Y4 exception words, noting the unusual sounds occurring in these words. I can notice full stops and commas when reading aloud. I can match my teacher modelling fluency and prosody when reading aloud.</p> <p><b>Vocabulary</b></p> <p>Root words, prefixes and suffixes determiner pronoun, possessive pronoun adverbial</p>	<p>Recognise and be able to describe features of non-fiction texts Discuss the authors' choice of words</p> <p><b>Knowledge</b></p> <p>I know and can describe a variety of different genres and their features. I know that writing has a purpose and an audience (the reader) and that this influences the choice of language. I know there are common themes and conventions in books of a similar genre. I know the author makes choices as to how to communicate most effectively. I know that non-fiction books are organised in a way that assists with the retrieval of information as they are not always designed to be read cover to cover. I know that the blurb on the back of a book gives a summary of the story and can be used to select books. I know that in a library or bookshop, fiction is organised by the last name of the author and non-fiction is organised by subject.</p> <p><b>Key Skills</b></p> <p>I can develop positive attitudes to reading, and an understanding of what I read I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I can read books that are structured in different ways and read for a range of purposes I can use dictionaries to check the meaning of words that I have read I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally I can identify themes and conventions in a wide range of books I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I can discuss words and phrases that capture the reader's interest and imagination I can recognise some different forms of poetry e.g. free verse, narrative poetry</p> <p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. I can ask questions to improve my understanding of a text. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. I can predict what might happen from details stated and implied. I can identify main ideas drawn from more than one paragraph and summarise these. I can identify how language, structure, and presentation contribute to meaning. I can retrieve and record information from non-fiction. I can participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. I can recommend books that I have read and suggest why others may enjoy them too.</p> <p><b>Vocabulary</b></p> <p>Dictionary Themes and conventions Authorial style Presentational and organisational devices: numbering and headings Structure Inference Justification Implied and stated Intonation, tone, volume and action Awareness of audience</p>	
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	<b>Autumn term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources Autumn 1</b>	<b>Book List &amp; Resources Autumn 1</b>
	Love of reading and appreciation of literature Learning empathy for others through poetry	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.		
	<b>Spring Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources Spring 1</b>	<b>Book List and Resources Spring 1</b>
	Learning empathy for others through history Appreciation of literature	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.		
	<b>Summer Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List and Resources Summer 1</b>	<b>Book List and Resources Summer 1</b>
	Learning about the Windrush Generation (Black History) Learning and expressing acceptance, tolerance and empathy for others Local Swift Project with RSPB and the local Swift Group – learning from people in the community Senegal link to twinning school	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.		ect
5	<b>Fluency</b>		<b>Comprehension</b>	
	<b>Links to previous Learning</b>		<b>Links to previous Learning</b>	
	Read and decode effectively Knowledge of root words		Refer to authorial style Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text Discuss and compare texts from a wide variety of genres and writers.	
				I can pic

	<p><b>Knowledge</b></p> <p>I know how to read a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.  I know how to pronounce unfamiliar written words with increasing automaticity.  I know that if the pronunciation sounds unfamiliar, I should ask for help in determining both the meaning of the word and how to pronounce it correctly.  I know to prepare readings, with appropriate intonation to show my understanding.  I know how to summarise and present a familiar story in my own words.</p> <p><b>Key Skills</b></p> <p>I can read age-appropriate texts fluently and with confidence.  I can notice and respond to punctuation and phrasing when reading aloud.  I can read with full knowledge of all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.  I can read many of the words I meet at a glance and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  I can read aloud fluently, applying my growing knowledge of root words, prefixes and suffixes/ word endings, including -cious, -tious, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly.  I can learn and recite a wider range of poetry, sometimes by heart.  I can prepare and read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.  I can gain, maintain and monitor the interest of the listener.</p> <p><b>Vocabulary</b></p> <p>Contextual clues, unusual, correspondence, modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>The blurb on the back of a book gives a summary of the story and can be used to select books.  How books are organised in libraries</p> <p><b>Knowledge</b></p> <p>I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively.  I know the features of diaries, biographies and autobiographies.  I know that figurative language is used to create effects.  I know that the author makes choices as to how to structure language to appeal to different audiences.  I know that authors 'drip-feed' information to build tension.</p> <p><b>Key Skills</b></p> <p>I can maintain positive attitudes to reading and understanding of what I read.  I can 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.  I can increase my 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  I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read  I can recommend books that I have read to their peers, giving reasons for my choices  I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.  I can identify and discuss themes and conventions in and across a wide range of writing.  I can make comparisons within and across books  I can identify main ideas drawn from more than one paragraph and I can summarise these.  I can recommend texts to peers based on personal choice.  I can evaluate the use of authors' language and explain how it has created an impact on the reader.  I can draw inferences from characters' feelings, thoughts and motives.  I can make predictions based on details stated and implied, justifying them in detail with evidence from the text.  I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  I can check that the book makes sense to me discussing their understanding and exploring the meaning of words in context.  I can ask questions to improve my understanding.  I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  I can identify how language, structure and presentation contribute to meaning.  I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  I can distinguish between statements of fact and opinion.  I can retrieve, record and present information from non-fiction.  I can 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.  I can provide reasoned justifications for their views.</p> <p><b>Vocabulary</b></p> <p>Genre, characteristics, participate, figurative language, inference, motives, intonation, predictions and justification</p>	
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<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources Autumn 1</b>	<b>Book List and Resources Autumn 2</b>
Love of reading and appreciation of literature Learning empathy for others through poetry	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> TBC ----- <b>Year B</b> TBC	<b>Year A</b> <b>Archaic Language</b> The Wolves of Willoughby Chase, by Joan Aitkin ----- <b>Year B</b> TBC
<b>Spring Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources Spring 1</b>	<b>Book List and Resources Spring 2</b>
Learning empathy for others through history Appreciation of literature	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> TBC ----- <b>Year B</b> TBC  <b>Other Quality Texts</b> Street Child, by Berlie Doherty Coming to England by Floella Benjamin, Macmillan The Explorer, by Katherine Rundell  <b>Archaic Language</b> Old Possum's Book of Practical Cats (poem), by TS Elliot The Listeners (poem) by, Walter de La Mare I wandered lonely as a cloud (poem), by William Wordsworth	<b>Year A</b> ----- <b>Year B</b> TBC  <b>Narratively Complex</b> Warhorse, by Michael Morpurgo  <b>Complexity of Plot/Symbolism</b> The Boy at the Back of the Class, by Onjali Q Rauf In Flanders Fields, by John McRae  <b>Resistant Text</b> The Tyger (poem), by William Blake  <b>Non-Linear</b> The Midnight Fox, by Betsy Byers
<b>Summer Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List and Resources Summer 1</b>	<b>Book List and Resources Summer 2</b>
Learning about the Windrush Generation (Black History) Learning and expressing acceptance, tolerance and empathy for others Local Swift Project with RSPB and the local Swift Group – learning from people in the community Senegal link to twinning school	<b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.	<b>Year A</b> TBC ----- <b>Year B</b> TBC	<b>Year A</b> TBC ----- <b>Year B</b> TBC

		Fluency	Comprehension
<b>6</b>		<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
		Fluent reading with an awareness of the audience	Read a wide range of genres Participate in discussions about books Summarise texts effectively Recommend texts to peers Discuss vocabulary used by the author to create effect including figurative language Make predictions based on details stated and implied Retrieve, record and discuss information
		<b>Knowledge</b>	<b>Knowledge</b>
		I know how to read a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. I know how to pronounce unfamiliar written words with increasing automaticity. I know that if the pronunciation sounds unfamiliar, I should ask for help in determining both the meaning of the word and how to pronounce it correctly. I know to prepare readings, with appropriate intonation to show my understanding. I know how to summarise and present a familiar story in my own words. I know how to apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet.	I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively. I know different genres of writing and describe their features, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. I know that authors have different opinions or viewpoints and may use facts in different ways to justify their beliefs. I know that not all the information we need to understand a story is written in the text – sometimes we need to use inference and deduction to understand motives, feelings and thoughts.
		<b>Key Skills</b>	<b>Key Skills</b>
		I can read age-appropriate texts fluently and with confidence. I can notice and respond to punctuation and phrasing when reading aloud. I can read with full knowledge of all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. I can read many of the words I meet at a glance and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. I can read aloud fluently, applying my growing knowledge of root words, prefixes and suffixes/ word endings, including -cious, -tious, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly. I can learn and recite a wider range of poetry, sometimes by heart. I can read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. I can gain, maintain and monitor the interest of the listener.	I can 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. I can recognise more complex themes in what they read (such as loss or heroism). I can 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. I can increase my 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 I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read I can recommend books that I have read to their peers, giving reasons for my choices I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books I can identify main ideas drawn from more than one paragraph and I can summarise these. I can recommend texts to peers based on personal choice. I can evaluate the use of authors' language and explain how it has created an impact on the reader. I can draw inferences from characters' feelings, thoughts and motives. I can make predictions based on details stated and implied, justifying them in detail with evidence from the text. I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action. I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. I can check that the book makes sense to me discussing their understanding and exploring the meaning of words in context. I can ask questions to improve my understanding. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

		<p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can 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> <p>I can consider different accounts of the same event and I can discuss viewpoints (both of authors and of fictional characters).</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can 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.</p> <p>I can provide reasoned justifications for their views.</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where I am 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>	
<b>Vocabulary</b>		<b>Vocabulary</b>	
Fluency, prosody, contextual clues, unusual, correspondence, subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		Genres, heroism, debates, summarise, fact/opinion, figurative language: metaphor, simile, analogy, imagery, style and effect, technical terminology, viewpoints	
<b>Autumn Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List and Resources Autumn 1</b>	<b>Book List and Resources Autumn 2</b>
Refugees – being accepted as an outsider Anti Racist literature Justice (link to RE) Setting up, using and running a library Creating an inviting book-corner and display	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>	<p><b>Complexity of Plot/Symbolism</b> Eric, by Shaun Tan</p> <p>Texts TBC within each term</p>	<p><b>Complexity of Plot/Symbolism</b> The Island, by Armin Greder</p> <p>Texts TBC within each term</p>
<b>Spring Term Cultural Opportunities</b>	<b>Key values</b>	<b>Book List &amp; Resources Spring 1</b>	<b>Book List &amp; Resources Spring 2</b>
The impact of Ancient Greek culture on our lives today Discussion and debate, listening to one another	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>	<p>Texts TBC within each term</p> <p><b>Resistant Text</b> Jabberwocky (poem) by Lewis Carroll</p> <p><b>Other Quality Texts</b> Percy Jackson and the Lightning Thief, by Rick Riordan Greek Myths, by Ann Turnbull People Need People; Walking back Home; Good Hope; It would not be very Good (poems), by Benjamin Zephaniah Hollow (poem), by Vanessa Kisuule After the War-from Auschwitz to Ambleside, by</p>	<p>Texts TBC within each term</p> <p><b>Non-Linear Text</b> Holes, by Louis Sachar</p> <p><b>Narratively Complex</b> Clockwork, by Philip Pullman</p> <p><b>Archaic Language</b> The Highwayman (poem), by Alfred Noyes The Ballad of London (poem), by Richard Le Gallienne The Charge of the Light Brigade, by Alfred Lord Tennyson</p>

			Tom Parker		
		<b>Summer Term Cultural Opportunities</b>	<b>Key Values</b>	<b>Book List &amp; Resources Summer 1</b>	<b>Book List &amp; Resources Summer 2</b>
		Residential – London: Learn about British culture and diversity Reflection on transition to secondary school Trying to be the best version of yourself	<p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>	Texts TBC within each term	Texts TBC within each term