

## Coupe Green Reading Progression Map Cycle A



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>NUR</b>	<p><b><u>Phonics</u></b> Aspect 1, 2, 3: General sound discrimination – environmental sounds, instrumental sounds, body percussion</p>	<p><b><u>Phonics</u></b> Aspect 4: Rhythm and rhyme</p>	<p><b><u>Phonics</u></b> Aspect 5: Alliteration</p>	<p><b><u>Phonics</u></b> Aspect 6: Voice sounds</p>	<p><b><u>Phonics</u></b> Aspect 7: Oral blending and segmenting</p>	<p><b><u>Phonics</u></b> Aspect 7: Oral blending and segmenting</p>	
	<p><b><u>Word Reading</u></b> -To understand that print has meaning. -To enjoy books containing rhymes and begin to join in with rhyming patterns.</p>	<p><b><u>Word Reading</u></b> -To begin to understand that print can have different meaning. -To enjoy books containing rhymes and begin to join in with rhyming patterns.</p>	<p><b><u>Word Reading</u></b> -To know that we read English text from left to right. -To be able to recognise words with the same initial sound, such as money and mother.</p>	<p><b><u>Word Reading</u></b> -To be able to recognise words with the same initial sound, such as money and mother. -To be able to spot and suggest rhymes. -To begin to count or clap syllables, with support from an adult. -To recognise familiar words and signs, such as their name and logos.</p>	<p><b><u>Word Reading</u></b> -To recognise familiar words and signs, such as their name and logos. -To recognise letters important to them and form letters, such as their initial sound.</p>	<p><b><u>Word Reading</u></b> -To recognise letters important to them and form letters, such as their initial sound. -To be able to read individual letters known to them, by saying their sound.</p>	
	<p><b><u>Comprehension</u></b> -To engage in extended conversations about stories, learning new vocabulary.</p>	<p><b><u>Comprehension</u></b> -To be able to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p><b><u>Comprehension</u></b> -To understand page sequencing. -To understand the different part of a book.</p>	<p><b><u>Comprehension</u></b> -To understand page sequencing. -To understand the different part of a book.</p>	<p><b><u>Comprehension</u></b> -To be able to talk about events and main characters in stories and suggest how a story might end.</p>	<p><b><u>Comprehension</u></b> -To be able to talk about events and main characters in stories and suggest how a story might end.</p>	
<b>Opportunities to read</b>	Rainbow Fish Colour Monster	Stick Man A Superhero Like You	The Princess and the Dragon	What the Ladybird Heard	Jack and the Beanstalk	Handa's Surprise	

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<b>across the curriculum</b>			The Knight who wouldn't Fight		The Three Little Pigs	
<b>Reading for pleasure</b>	Scarecrow's Wedding The Leaf Thief	Santa Post Norman The Slug Who Saved Christmas	Rapunzel	A Squash and a Squeeze	There's a Tiger in the Garden	In the Jungle
<b>REC</b>	<p><b>Phonics</b> Phase 2 s,a,t,p, l, n</p> <p>*baseline assessment and recap of Phase 1 at the start of AUT1</p>	<p><b>Phonics</b> Phase 2 m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p><b>Tricky Words</b> The, l, to, no, go, into</p>	<p><b>Phonics</b> <b>Phase 3</b> J, v, w, x, y, z, zz, qu, ch, sh, th, ng</p> <p><b>Tricky Words</b> He, she, we, be, me, was, my, you, they</p>	<p><b>Phonics</b> <b>Phase 3</b> Ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear</p> <p><b>Tricky Words</b> Her, all, are, said, when, have, one, come, do, so, were</p>	<p><b>Phonics</b> <b>Phase 3 week1 – 3</b> Air, ure, er</p> <p><b>Phase 4 weeks 4 – 6</b> CVCC, CCV</p> <p><b>Tricky Words</b> Some, there, out, little, what</p>	<p><b>Phonics</b> <b>Phase 4</b> CCVC, CCVCC, CCCVC, CCCVCC, polysyllabic words containing Phase 2 and 3 graphemes and adjacent consonants</p> <p><b>Tricky Words</b> Said, so, have, like, some, come, were, there, little, do, one, when, out, what, it's</p>
	<p><b>Word Reading</b> -To be able to read individual letters by saying the sounds for them. -To be able to blend sounds into words, so that they can read short words made up of known letter sounds.</p>	<p><b>Word Reading</b> -To be able to blend sounds into words, so that they can read short words made up of known letter sounds. -To be able to read a few common exception words (Phase 2).</p>	<p><b>Word Reading</b> -To be able to read common exception words Phase 2 and 3. -To be able to recognise and sound taught Phase 3 phonemes. -To be able to read simple phrases and sentences made up of words with known graphemes.</p>	<p><b>Word Reading</b> -To be able to hear and say initial sounds in words. -To be able to blend and segment some sounds.</p>	<p><b>Word Reading</b> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending.</p>	<p><b>Word Reading</b> -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common expectation words.</p>

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	<p><b><u>Comprehension</u></b> -To be able to talk about what they can see in books, making comments about what they like, dislike and describe what they see.</p>	<p><b><u>Comprehension</u></b> -To know that meaning can be retrieved from books, computers and mobile devices. -To show an awareness of sounds and begin to hear and say initial sounds. -To begin to suggest how characters may feel, using picture clues.</p>	<p><b><u>Comprehension</u></b> -To be able to re-enact stories in play. -To suggest how characters, feel and act.</p>	<p><b><u>Comprehension</u></b> -To re-enact stories that they have heard, in their play. -To draw and 'write' for purpose. For example; a birthday card.</p>	<p><b><u>Comprehension</u></b> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate key events in a story. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p><b><u>Comprehension</u></b> -Anticipate key events in a story. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<b>Opportunities to read across the curriculum</b>	Rainbow Fish Colour Monster	Stick Man A Superhero Like You	The Princess and the Dragon The Knight who wouldn't Fight	What the Ladybird Heard	Jack and the Beanstalk The Three Little Pigs	Handa's Surprise
<b>Reading for pleasure</b>	Scarecrow's Wedding The Leaf Thief	Santa Post Norman The Slug Who Saved Christmas	Rapunzel	A Squash and a Squeeze	There's a Tiger in the Garden	In the Jungle
<b>Year 1</b>	<p><b><u>Phonics</u></b> Phase 3 Recap - graphemes Phase 4 application</p>	<p><b><u>Phonics</u></b> Phase 5 (RRPhonics wks 6 – 9) – <u>Alternative</u></p>	<p><b><u>Phonics</u></b> Phase 5 <u>Alternative Spellings for Phonemes:</u></p>	<p><b><u>Phonics</u></b> Phase 5 <u>Alternative Spellings for Phonemes:</u></p>	<p><b><u>Phonics</u></b> Phase 5 <u>Alternative Spellings for Phonemes:</u></p>	<p><b><u>Phonics</u></b> Phase 5 consolidation  <b><u>Tricky Words</u></b></p>



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	<p>Phase 5 (RRPhonics wks 1 – 5) Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</p> <p><b><u>Tricky Words</u></b> Mr, Mrs, people, looked, called, asked, oh, their, could, water, where, who, again, thought, through</p>	<p><b><u>Pronunciations for Graphemes:</u></b> l, o, c, g, u, ow, ie, ea, er, ch, a, e</p> <p><b><u>Alternative Spellings for Phonemes:</u></b> (RRPhonics wks 10 – 11) Ee, ea, ie, e-e, y, e</p> <p><b><u>Tricky Words</u></b> Work, mouse, many, laughed, because, different, any, eyes, friends, once, please, I'm, I'll, let's, small, great, before</p>	<p>(RRPhonics wks 12 – 16) Oo,ew,u-e,ue,ai,ay,a-e,ey,eigh,ea,igh,ie,i-e,y,l,oa,ow,oe,o-e,o,ow,ou,oi,oy</p> <p><b><u>Tricky Words</u></b> Jumped, stopped, pulled, gone, we're</p>	<p>(RRPhonics wks 17 – 22) Ar, a, u, oo, oul, or, aw, au, oor, ore, al, our, oar, aigh, ough, ur, ir, er, ear, er, eer, ere, air, l, le, al, se, ze, si</p> <p><b><u>Tricky Words</u></b> Revisit and re-teach</p>	<p>(RRPhonics wks 23 – 27) N, kn, gn, r, wr, j/g, ge, dge, s/c, s/ce, sc, st, sh/ch, ti, ssi, si, ci, s, ss, ce, m/mb, v/ve, ch/tch</p> <p><b><u>Tricky Words</u></b> Revisit and re-teach</p>	<p>Revisit and re-teach</p>
	<p><b><u>Substantive Knowledge</u></b> -Know key words within a text and their meaning. - Know a range of conjunctions. -Know what a prediction is. -Know what a title is and be able to locate it from a text. -Know a story has a beginning middle and end. -Know the key features of a classic text.</p>	<p><b><u>Substantive Knowledge</u></b> -Know key words within a text and their meaning. -Know a story has a beginning middle and end. -Know the meaning of repetition and rhyme. -Respond speedily with the correct sound to grapheme for the 44 phonemes. -Split two and three syllable words into the separate syllables to support blending for reading.</p>	<p><b><u>Substantive Knowledge</u></b> - Know what a prediction is. -Know how a title relates to a story. -Know a story has a beginning middle and end and that they have main events. -Know the suffix' -ed, -er, -est. -Know the meaning of repetition and rhyme. -Know that texts can be fiction and non-fiction and how they differ.</p>	<p><b><u>Substantive Knowledge</u></b> -Make inferences from the text - Identify / explain key aspects of fiction and non-fiction texts, such as characters and events. -Read common exception words, noting tricky parts (see below). -Read words containing –s, -es, -ing, ed, er, est -Split two and three syllable words into the separate</p>	<p><b><u>Substantive Knowledge</u></b> -Make inferences from the text -Know what a prediction is and how to make them on the basis of what has been read so far -Know that a story has a beginning, middle and end and how they are sequenced. -Know what repetition is.</p>	<p><b><u>Substantive Knowledge</u></b> - Know the features of a non-fiction text. - Identify and explain the sequence of events in texts -Make inferences from the text -Predict what might happen on the basis of what has been read so far</p>

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				syllables to support blending for reading.		
	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Identify the characters, settings and events within our story</li> <li>- Respond in role as a character and infer character feelings.</li> <li>- Re-tell a story orally.</li> <li>-Identify and read adjectives within a text.</li> <li>-Identify words containing suffixes (ing).</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Use repetition and rhyme in spoken language.</li> <li>-Relate texts to own experiences.</li> <li>-Recognise and join in with language patterns and repetition.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>-Recall specific information from a text.</li> <li>-Recall what they have read.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Make predictions based on what has been read so far.</li> <li>- Discuss the title and how it relates to the whole story.</li> <li>- Identify and discuss the main events in stories.</li> <li>- Identify and discuss the main characters in stories.</li> <li>- Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>.</li> <li>- Use patterns and repetition to support oral retelling.</li> <li>- Give opinions and support with reasons.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Discuss the main events and characters in stories.</li> <li>-Use patterns and repetition to support oral retelling.</li> <li>-Retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.</li> <li>-Make predictions based on what has been read so far.</li> <li>-Make basic inferences about what is being said and done.</li> <li>-Identify / explain key aspects of non-fiction texts, such as titles and information</li> </ul>
<b>Opportunities to read across the curriculum</b>	<p>‘The Oak Tree’</p> <p>‘Seasons’</p>	<p>‘Lost in the Toy Museum’ by David Lucas</p> <p>‘Iceberg’ by Claire Saxby</p>	<p>‘Vlad and the Great Fire of London’</p>	<p>‘If I Built A House’ by Chris Van Dusen</p>	<p>‘The Amazing Plant Life Cycle’ by Kay Barnham</p>	<p>Emily Davidson</p> <p>Rose Parks – ‘Little People, Big Dreams’</p>
<b>Reading for pleasure</b>	<p>‘Winter Sleep’</p> <p>‘Here We Are’</p>	<p>‘Here We Are’</p>	<p>‘Peace at Last’</p>	<p>‘The Dog and the Chicken Thief’</p>	<p>‘The World of Bees’</p>	<p>‘Magic Finger’</p> <p>Roald Dahl</p>

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			'The Owl Who Was Afraid of the Dark'	by Chantal de Marolles		'Highway Rat' Julia Donaldson
<b>Year 2</b>	<p><b><u>Phonics</u></b></p> <p>Recap Phase 5 graphemes.</p> <p>Phase 5 <u>Alternative Spellings for Phonemes:</u> (RRPhonics wks 17 – 22)</p> <p>Ar, a, u, oo, oul, or, aw, au, oor, ore, al, our, oar, aigh, ough, ur, ir, er, ear, er, eer, ere, air, l, le, al, se, ze, si</p>	<p><b><u>Phonics</u></b></p> <p>Phase 5 <u>Alternative Spellings for Phonemes:</u> (RRPhonics wks 23 – 27)</p> <p>N, kn, gn, r, wr, j/g, ge, dge, s/c, s/ce, sc, st, sh/ch, ti, ssi, si, ci, s, ss, ce, m/mb, v/ve, ch/tch</p>	<p><b><u>Spelling</u></b></p> <p>dge/j, ge/j, g/j c/s before 'e', 'l', 'y' kn, gn, wr, le, el, al, il y/igh es, ed, est, er added to y ending ing added to e endings.</p>	<p><b><u>Spelling</u></b></p> <p>adding -ed to single syllable words</p> <p>a/or before 'l', 'll' o/u/ 'ey'/ee/, 'a' /o/, er and or spelled as 'or', 'ar'</p> <p>si, s /zh/ words ending in -ment, -ness, -ful, -less</p> <p>words ending in -tion</p>	<p><b><u>Spelling</u></b></p> <p>homophones and near homophones</p> <p>Words with Apostrophe for contraction.</p> <p>Apostrophe for possession</p>	<p><b><u>Spelling</u></b></p> <p>Challenge and Revise</p>
	<p><b><u>Substantive Knowledge</u></b></p> <p>Know the main events in a story and how to sequence. Know how to make predictions using evidence.</p>	<p><b><u>Word Reading</u></b></p> <p>-Know alternative graphemes for learnt sounds. -Know how to identify and read words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i> Make inferences about characters and events using evidence from the text.</p>	<p><b><u>Word Reading</u></b></p> <p>-Know the main events in stories. Know the meaning of key vocabulary within the context of a text. -Know the meaning of a prediction and how to support predictions with evidence.</p>	<p><b><u>Word Reading</u></b></p> <p>Know how stories are sequenced. Know how to use evidence to support predictions. know how to pose questions to broaden understanding. Retell a wider range of stories.</p>	<p><b><u>Word Reading</u></b></p> <p>-- Know alternative sounds for graphemes. - Know what syllables are - Know different feelings and how to identify them in stories.</p>	<p><b><u>Word Reading</u></b></p> <p>Know time connectives used to order and sequence. - Know morphology, prefixes and suffixes of root words. - Know what a prediction is. - Know what an inference is. - Know what an opinion is. - Know how to provide evidence</p>

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		<p>Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i> Consider other points of view.</p>	<p>-Know how information is organised. -Make predictions using evidence from the text.</p>			<p>or supporting reasons.</p>
	<p><b><u>Disciplinary Knowledge</u></b> -Sequence and discuss the main events in stories. -Identify, discuss and collect favourite words and phrases. -Make predictions using evidence from the text. -Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. -Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling</p>	<p><b><u>Disciplinary Knowledge</u></b> -Identify, discuss and collect favourite words and phrases. -Introduce and discuss words within the context of a text, linking new meanings to known vocabulary -Uses tone and intonation when reading aloud. -Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p>	<p><b><u>Disciplinary Knowledge</u></b> -Raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> -Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. -Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... -Develop and demonstrate their understanding of characters and</p>	<p><b><u>Disciplinary Knowledge</u></b> -Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? -Make predictions based on what has been read so far. Identify, discuss and collect favourite words and phrases. Give opinions and support with reasons. Consider other points of view. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p>	<p><b><u>Disciplinary Knowledge</u></b> - Recognise and blend alternative sounds for graphemes to read. - Identify syllables within words. - Sequence and discuss the main events in stories. - Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. - Infer about characters and events using evidence from the text. - Give opinions and support with reasons.</p>	<p><b><u>Disciplinary Knowledge</u></b> - Sequence events in stories. - Retell stories. - Identify unfamiliar words and use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. - Evidence from the text to make predictions and inferences. - Form an opinion and support with reasons.</p>

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			events through role play and drama, drawing on language from the text.			
<b>Opportunities to read across the curriculum</b>	The Pirates Next Door Great Explorers	Our House The Baker by the Sea	The Rainforest Book	Martha Maps it Out	You Are A Star Jane Goodall	Somebody Swallowed Stanley
<b>Reading for pleasure</b>	King of Space The Pirate Mums	The Trapped Puppy Twisted Tales: Cinderella	Wild The Secret Explorers: Rainforest Rangers	The Baddies	Fantastic Mr Fox	A Whale of the Wild
<b>Year 3</b>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Know root words can help us understand the meaning of words.</li> <li>-Know how to infer using characters thoughts, feelings and actions.</li> <li>-Know the main events in a story; opening, build up, problem, resolution and ending.</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Know that prefixes change word meaning e.g. un-, dis-, mis-, re-, pre-, im-, in-</li> <li>-Know how to pose questions about a text to deepen understanding e.g. <i>I wonder why she...</i></li> <li>-Know how to infer characters thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Know the suffixes -tion, -sion and understand meanings.</li> <li>-Know how a story is structured.</li> <li>-Know how the context can help explain the meaning of unfamiliar words.</li> <li>-Know how to pose questions about a text to deepen understanding e.g. <i>I wonder why she...</i></li> <li>-Know how to infer characters thoughts, feelings and actions, and justify with</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Know the purpose of paragraphs.</li> <li>-Know how to draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>-Know how to structure answers to justify points made.</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Know a root word changes the meaning of the word.</li> <li>- Know how to justify my responses with evidence.</li> <li>- Know the key ideas in a paragraph of a debate.</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Know how to make predictions.</li> <li>-Know how to explain the meaning of unfamiliar words by using context.</li> <li>-To know how to make inferences by using evidence from the text.</li> <li>-To know how to identify a key idea in a text.</li> </ul>



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			<p>evidence from the text.</p> <ul style="list-style-type: none"> <li>-Know different forms of persuasive texts e.g. <i>advertisements, leaflets in print and on screen.</i></li> <li>-Know how to evidence key points from a text.</li> </ul>			
	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Draw inferences around characters thoughts, feelings and actions.</li> <li>-Make predictions based on details stated.</li> <li>-Navigate texts in print.</li> <li>-Sequence and discuss main events from the story.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> <li>-Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>- Use dictionaries to check meanings of words they have read.</li> <li>-Use intonation, tone and volume when reading aloud.</li> <li>-Take note of punctuation when reading aloud.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Use point and evidence to structure and justify responses.</li> <li>-Analyse and evaluate texts looking at language, structure and presentation.</li> <li>-Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>-Analyse and evaluate how specific information is organised within a persuasive text.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>-Discuss the purpose of paragraphs.</li> <li>-Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Read and analyse non-fiction to plan and write.</li> <li>- Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> <li>- Discuss their understanding of the text.</li> <li>- Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts.</i></li> <li>- Read books and texts for a range of purposes.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>--Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> <li>-Identify, analyse and discuss themes.</li> <li>-Predict what is happening next using knowledge of the text.</li> <li>-Make inferences on characters based on their thoughts and actions.</li> </ul>





## Coupe Green Reading Progression Map Cycle A

	<ul style="list-style-type: none"> <li>- Know how to summarise main ideas in a text.</li> <li>- Know the meaning of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know what themes are in a text, e.g. <i>safe and dangerous, just and unjust.</i></li> <li>-Know how to use information stated or implied to form predictions.</li> <li>-Know how to infer characters thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to pose questions about a text to deepen understanding e.g. <i>I wonder why she...</i></li> <li>-Know how to infer characters thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>-Know how to evidence key points from a text.</li> <li>-Know how to summarise.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how punctuation affects a reader.</li> <li>-Know how to use implied or stated information to predict.</li> <li>-Know how to infer thoughts, feeling, actions and motives.</li> <li>-Know how information can be organised in different ways in non-fiction texts.</li> <li>-Know the purpose of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Know a root word changes the meaning of the word.</li> <li>-Know special vocabulary for a renewable energy debate.</li> <li>-Know how to summarise main ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to investigate vocabulary using surrounding context.</li> <li>-Know how to summarise main ideas in a text.</li> <li>-Know how to make inferences by using point and evidence.</li> <li>-Know how to identify the main ideas from more than one paragraph and summarise these.</li> </ul>
	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Make predictions using what is already know.</li> <li>- Make inferences by using what is known of a character.</li> <li>- Summarise by choosing key information.</li> <li>- Make inferences by using facts already known.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>-Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>-Identify, analyse and discuss themes</li> <li>-Explain the meaning of key vocabulary</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Analyse and evaluate how specific information is organised within a persuasive text.</li> <li>-Navigate texts to locate and retrieve information in print and on screen.</li> <li>-Draw inferences around characters thoughts, feelings, actions and motives, and justify with point, evidence and</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>-Make predictions based on information stated and implied</li> <li>-Justify responses to the text using the PE prompt (Point + Evidence)</li> <li>-Draw inferences around characters' thoughts, feelings, actions and</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Read and analyse non-fiction to plan and write.</li> <li>- Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> <li>- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms.</li> <li>- Analyse and evaluate texts looking at language, structure and presentation.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Make predictions using knowledge.</li> <li>-Make inferences on characters based on their thoughts and actions.</li> <li>-Retrieve from a text using what is known.</li> <li>-Justify responses to the text using the PE prompt (Point + Evidence)</li> </ul>



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		<p>within the context of the text. -Make predictions based on information stated and implied.</p>	<p>explanation from the text. -Make predictions based on details stated. -Use point and evidence to structure and justify responses. Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i></p>	<p>motives, and justify with evidence from the text using point and evidence -Analyse and evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, sub-headings, bullet points, diagrams.</i> -Explain how paragraphs are used to order or build up ideas, and how they are linked Record information from a range of non-fiction texts.</p>	<p>- Analyse and evaluate how specific information is organised within a non-fiction text. - Navigate texts to locate and retrieve information in print and on screen.</p>	
<b>Opportunities to read across the curriculum</b>	Earth Shattering Events	Queen of Darkness  Anglo-Saxon Boy	Song Hunter  The Mysteries of the Universe: Discover the best-kept secrets of space	Power of Poppy Pendle  You Can Save the Planet	'The Hidden Rainbow' by Christie Matheson	Beasts of Olympus by Lucy Coats
<b>Reading for pleasure</b>	Midnight Fox  Tom's Midnight Garden	The Children of Swallow Fell	The Night Bus Hero  The Lion Above the Door	The Elemental Detectives	Future Hero, Escape from Clay City  Fireborn: Phoenix and The Frost Place	Until The Road Ends  The Boy Who Saved a Bear
<b>Year 5</b>	<b><u>Substantive Knowledge</u></b> - Know root word to understand	<b><u>Substantive Knowledge</u></b> Know how to justify opinions using (Point	<b><u>Substantive Knowledge</u></b> -Know how to summarise main ideas drawn from	<b><u>Substantive Knowledge</u></b> -Know the meaning of actions and motives.	<b><u>Substantive Knowledge</u></b> -Know root word to understand meanings of words.	<b><u>Substantive Knowledge</u></b> - Know root words, prefixes and suffixes can

## Coupe Green Reading Progression Map Cycle A



	<p>meanings of words.</p> <ul style="list-style-type: none"> <li>- Know the difference between a fact and an opinion.</li> <li>- Know how language structure and presentation contribute to meaning.</li> </ul>	<p>+ Evidence + Explanation).</p> <ul style="list-style-type: none"> <li>-Know how punctuation affects reading.</li> <li>-Know the meaning of figurative language.</li> </ul>	<p>more than one paragraph and identify key details which support this.</p> <ul style="list-style-type: none"> <li>-Know how to use point, evidence and explanation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to use point, evidence and explanation.</li> <li>-Know how to justify options using a text.</li> <li>-Know how punctuation can affect a readers voice.</li> </ul>	<ul style="list-style-type: none"> <li>-Know the difference between a fact and an opinion.</li> <li>- Know how language structure and presentation contribute to meaning.</li> </ul>	<p>change the meaning of words.</p> <ul style="list-style-type: none"> <li>-Know the difference between a fact and an opinion.</li> <li>- Know how language structure and presentation contribute to meaning.</li> </ul>
	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).</li> <li>-Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>-Discuss and evaluate how authors us language including figurative language, considering the impact on the reader. Explain the effect on the reader of the authors' choice of language.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>-Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. - Predict what might happen from information stated and implied.</li> <li>-Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + - Explanation. Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>

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				-Identify how language, structure and presentation contribute to meaning e.g. newspaper article.		
<b>Opportunities to read across the curriculum</b>	Diver's Daughter	The Valley of Lost Secrets  Anglo Saxon Boy	Our Planet: The Place We All Call Home  The Mysteries of the Universe: Discover the best-kept secrets of space	Titanic, Death On the Water  You Can Save the Planet	The Cosmic Diary of Our Incredible Universe by Time Peake	Finding Bear
<b>Reading for pleasure</b>	Tom's Midnight Garden  Can You See Me?	Skandar and the Phantom Rider  Future Her, Mission to the Shadow Sea	The Lion Above the Door  The Lost Whale	The Elemental Detectives  Wild Oak	Fireborn: Phoenix and The Frost Place	The Boy Who Saved a Bear  The Spellbound Tree
<b>Year 6</b>	<b><u>Substantive Knowledge</u></b> - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning.	<b><u>Substantive Knowledge</u></b> -Know what underlying themes within texts are. -Know what figurative language is and its impact. -Know how to skim and scan texts to locate key information and language.	<b><u>Substantive Knowledge</u></b> -Know how vocabulary can be affected by the context. -Know how to infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. -Know the meaning of 'implied' and how this can help form predictions. -Know what figurative language is.	<b><u>Substantive Knowledge</u></b> -Know the difference between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as a Titanic diary account and a history textbook. -Know how to use scanning skills to identify key information.	<b><u>Substantive Knowledge</u></b> -Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning.	<b><u>Substantive Knowledge</u></b> - Know root words, prefixes and suffixes can change the meaning of words. -Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning.

## Coupe Green Reading Progression Map Cycle A



				-Know how to make notes and present information.		
	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Understand underlying themes, causes and consequences within whole texts; e.g. <i>friendship, loneliness, happiness, hope.</i></li> <li>-Discuss and evaluate how authors use language including figurative language.</li> <li>-Discuss and evaluate how authors use language including figurative language.</li> <li>-Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Explore new vocabulary in context. Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence.</li> <li>-Predict what might happen from information stated and implied.</li> <li>-Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a report.</li> <li>-Use scanning skills to locate key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that they are excited.</i></li> <li>-Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>-Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul>
<b>Opportunities to read across the curriculum</b>	Diver's Daughter	The Valley of Lost Secrets	Our Planet: The Place We All Call Home	Titanic, Death On the Water	The Cosmic Diary of Our Incredible Universe by Time Peake	Finding Bear

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Coupe Green  
Primary School

<b>Reading for pleasure</b>	Orphans of the Tide Beyond the Bright Sea	Goodnight Mr Tom	Song of the River The Sumerset Tsunami	The Boy Who Met a Whale	Animal Farm	The Boy at the Back of Class
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