

Curriculum LTP: Reading

Progression, retrieval and responsive reading from Reception to Year 6

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Phase 2 foundations; oral blending, rhyme, book talk. 🔗 Retrieve sounds/words daily.	Phase 2–3 GPCs; blend CVC words; tricky words; retell. 🔗 Revisit A1 phonemes.	Phase 3–4; sentence reading; rereading for fluency; vocabulary. 🔗 Recall taught GPCs/words.	Secure Phase 4; prosody; sequence events; simple retrieval/prediction. 🔗 Revisit retelling.	Phase 4/5 transition; decodable fluency; simple inference from text/pictures. 🔗 Reuse retrieval skills.	Consolidate EYFS; automatic word reading; oral summary and story language. 🔗 Retrieve across the year.
Year 1	Retrieve Phase 3/4; teach Phase 5; accurate decoding; literal retrieval. 🔗 Daily phonics recall.	Phase 5; tricky words; phrasing; vocabulary; sequence. 🔗 Revisit literal retrieval.	Alternative graphemes; fluency; prediction from evidence. 🔗 Recall vocabulary/sequence.	Longer texts; inference about characters; explain answers. 🔗 Reapply retrieval/prediction.	Consolidate phonics; summarise key events; wider vocabulary. 🔗 Revisit inference.	Phonics gaps closed; fluent independent reading; mixed-domain practice. 🔗 Retrieve all Y1 skills.
Year 2	Phonics consolidation; accuracy and fluency; retrieve facts; vocabulary. 🔗 Revisit Y1 decoding.	Automaticity and phrasing; inference; sequence and oral summary. 🔗 Recall retrieval/vocabulary.	Retrieve across paragraphs; word meaning in context; explain. 🔗 Reapply inference.	Inference with evidence; prediction; compare simple text features. 🔗 Revisit retrieval/explain.	Summarise whole texts; simple author choices; non-fiction retrieval. 🔗 Reuse all prior domains.	Independent fluency; mixed-domain comprehension; transition to KS2. 🔗 Retrieve across Y2.
Year 3	Fluency and stamina; retrieval across a text; vocabulary/morphology. 🔗 Revisit KS1 fluency.	Inference with evidence; prediction; sequence and summarise. 🔗 Reapply retrieval.	Non-fiction retrieval; vocabulary in context; explain meaning. 🔗 Revisit inference/summarise.	Author choices and viewpoint introduction; compare characters/themes. 🔗 Retrieve evidence.	Summarise paragraphs; justify inference; cross-curricular reading. 🔗 Reapply author choice.	Integrated comprehension; independent response and discussion. 🔗 Retrieve the full Y3 toolkit.
Year 4	Fluent, accurate reading; precise retrieval; morphology and vocabulary. 🔗 Revisit Y3 fluency.	Inference from actions/language; justify with evidence; summarise. 🔗 Reapply precise retrieval.	Compare information across paragraphs/texts; non-fiction structures. 🔗 Revisit inference.	Authorial choice; viewpoint; language effects. 🔗 Retrieve evidence/summarise.	Themes and comparison; prediction using evidence across a text. 🔗 Reapply viewpoint.	Integrated comprehension; stamina; independent justification. 🔗 Retrieve the full Y4 toolkit.
Year 5	Fluent, expressive reading; selective retrieval; nuanced vocabulary. 🔗 Revisit Y4 precision.	Inference across a text; multiple evidence points; concise summary. 🔗 Reapply retrieval/vocabulary.	Compare texts/viewpoints; author intent; synthesise non-fiction. 🔗 Revisit inference.	Language/structure effects; fact and opinion; evaluation. 🔗 Reapply comparison.	Themes, perspective and bias; cross-text links; concise synthesis. 🔗 Retrieve author intent.	Complex mixed-domain comprehension; choose strategies independently. 🔗 Retrieve the full Y5 toolkit.
Year 6	Automatic fluency; precise retrieval at speed; vocabulary in context. 🔗 Revisit Y5 selectivity.	Complex inference; multiple evidence; summarise across chapters/sections. 🔗 Reapply retrieval.	Compare authors/viewpoints; language, structure and intent. 🔗 Revisit inference/synthesis.	Evaluate arguments/evidence; fact/opinion; synthesise across texts. 🔗 Reapply comparison.	Apply domains flexibly to unfamiliar texts; stamina and independence. 🔗 Retrieve whole-school strategies.	KS3 transition: sophisticated discussion, independent reading, cross-text synthesis. 🔗 Retrieve and transfer all skills.

WHOLE-SCHOOL READING THREADS

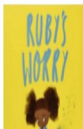
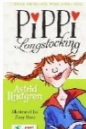
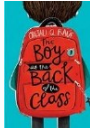
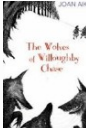
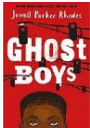
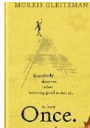
Daily retrieval of prior knowledge • explicit vocabulary • fluency/prosody • checking for understanding • responsive adaptation • high-quality text discussion • Reading for Pleasure & ERIC • Accelerated Reader/STAR used to support independent book choice and progress

Progression principle: pupils meet the same core reading processes repeatedly, but with increasingly complex texts, greater independence, more precise evidence and deeper synthesis.



Curriculum LTP: Reading – Texts Each Year Group Will Read

Core texts across Years 1–6

Year Group	Autumn	Spring	Summer
Year 1	 Lulu’s First Day by Anna McQuinn	 Coming to England by Floella Benjamin	 Ruby’s Worries by Tom Percival
Year 2	 Billy and the Beast by Nadia Shireen	 The Story of Ruby Bridges by Robert Coles	 Ada Twist, Scientist by Andrea Beaty
Year 3	 The Iron Man by Ted Hughes	 Ariki and the Island of Wonders by Nicola Davies	 Pippi Longstocking by Astrid Lindgren
Year 4	 New Kid by Jerry Craft	 Malala: My Story of Standing Up for Girls’ Rights by Malala Yousafzai / adapted ed.	 Planet Omar: Accidental Trouble Magnet by Zanib Mian
Year 5	 Journey to Jo’burg by Beverley Naidoo	 The Boy at the Back of the Class by Onjali Q. Raúf	 The Wolves of Willoughby Chase by Joan Aiken
Year 6	 Ghost Boys by Jewell Parker Rhodes	 Once by Morris Gleitzman	 Oranges in No Man’s Land by Elizabeth Laird