

Subject English with Reading focus 2021-2022

EYFS	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Class text	Core texts: Elmer Owl babies	Core texts: The jolly postman	Core texts: Going on a bear hunt Lost and Found	Core texts: Not a box Lost in the toy museum	Core texts: The Very Hungry Caterpillar Jack and the beanstalk	Core texts: The wonder
Phonics Coverage	2,3 and 4					
Reading and Writing Focus	<p>Reading Skills: Read individual letters by saying the sounds for them.</p> <p>Phonics: Phase 2 s a t p i n m d g o c k c k e u r h b f ff</p> <p>Writing Skills: Hear and record initial sounds in words</p> <p>Writing Genres: Labels Captions Narrative - sequencing, retelling</p>	<p>Reading Skills: Anticipate – where appropriate – key events in stories Begin to retell stories Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending</p> <p>Phonics: Phase 2 l ll ss *application of taught phonemes *focus on segmenting and blending</p> <p>Writing Skills: Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Writing Genres: Invitations Cards Lists Instructions Poetry</p>	<p>Reading Skills: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Phonics: Phase 3 j v w x y z zz qu ch sh th ng ai ee igh oa oo ar ur ow</p> <p>Writing Skills: Begin to write simple sentences and captions.</p> <p>Writing Genres: Narrative – used repeated refrains, inventing Recount</p>	<p>Reading Skills: Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Phonics: Phase 3 oi ear air ure er *application of phase 2 and 3 *reading and writing containing phase 3</p> <p>Writing Skills: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Writing Genres: Poetry Instructions – how to play hide and seek Description - wanted posters</p>	<p>Phonics: Phase 4 *phase 3 application in reading and writing</p> <p>Writing Genres: Narrative – Talk for writing Diary</p>	<p>Phonics: Phase 4</p> <p>Writing Genres: Narrative - inventing own stories (boxing clever) Description Poetry</p>
					<p>Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Skills: Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed Write simple phrases and sentences that can be read by others..</p>	

Y1	Autumn	Spring	Summer
Class text	<u>Shared Texts</u> The Three Little Pigs Goldilocks and the Three Bears Hansel and Gretel Little Red Riding Hood Let's build a house – Mick Manning, Brita Granstrom Let's go home: The wonderful things about a home – Cynthia Rylant Come over to my House – Dr Sues Home- Carson Ellis My New Homes – Marta Altes The Little House that didn't have a home – Neil Sullivan	<u>Shared Texts</u> The Train Ride Emma Jane's Aeroplane The Hundred Decker Bus Mr Grumpy's Motor Car Mrs Armitage on Wheels Billy the Bus and the Great Tour of London The Great Balloon Hullabaloo Magic Train Ride The Train Ride	<u>Shared Texts</u> Farmer duck The Very Hungry Caterpillar The world came to my place today Look Inside our world –Emily Bone Handa's Surprise The Water Princess Little Red Hen Supertato Look inside- Food See inside planet Earth The world in my kitchen- sally brown
Phonics	Phase 4 and 5		

<p>Reading focus</p>	<p>Objective Focus Applying phonic knowledge and skills as the route to decode words.</p> <p>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Reading words of more than one syllable that contain taught GPCs.</p> <p>Becoming very familiar with key stories and being able to retell them. (KPI)</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>	<p>Objective Focus Applying phonic knowledge and skills as the route to decode words.</p> <p>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Checking that the text makes sense to them as they read correcting inaccurate reading. (KPI)</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Discussing the significance of the title and events. (KPI)</p> <p>Discussing word meanings, linking new meanings to those already known. (KPI)</p> <p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI)</p> <p>Appreciating rhymes and poems, and to recite some by heart.</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>	<p>Objective Focus Applying phonic knowledge and skills as the route to decode words.</p> <p>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)</p> <p>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</p> <p>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</p> <p>Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI)</p> <p>Reading words with contractions.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Asking questions about new and unfamiliar words to help make sense of what is being read.</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>
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<p>Writing focus</p>	<p>Instructions How to build a house – using Minecraft as stimuli</p> <p>Narrative: Setting description of the house of sweets from Hansel and Gretel</p> <p>Non-fiction Selling a house – Estate Agent Poster Fact files about different homes around the world.</p> <p>Poetry – What is a home? (Children write simple noun phrases, describing their own home)</p>	<p>Writing Focus: -</p> <p>Narrative The way back home – add narrative to the silent video. (Literacy Shed)</p> <p>Non-fiction – What is the role of a: -? Fire Officer Policeman Paramedic Linked to their method of transport</p> <p>Poetry – Own variation of a traditional nursery rhyme (for example the oes on the boat go splash and splash)</p>	<p>Writing Focus: -</p> <p>Poetry- A little seed (variant and link to science experiment where different planting media is used)</p> <p>Narrative: Old Macdonald -Transform the nursery rhyme into a simple story. Handa’s surprise</p> <p>Non-fiction Fact file on foods from around the world (geography focus) Healthy foods (link to PSHE) From cow to milkshake!</p> <p>Instructions How to make a milkshake? How to make a fruit salad/healthy snack?</p>
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Y2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
<p>Class text</p>	<p>Tiddler by Julia Donaldson</p> <p>Grandad’s Island by Benji Davies Seaside poetry</p>	<p>Hansel and Gretel</p> <p>Jack and the Jellybean stalk by Racheal Mortimer</p>	<p>Katie in London by James Mayhew</p> <p>A Bear called Paddington by Michael Bond</p>	<p>Toby and the Great fire of London by Margaret Nash and Jane Cope</p>	<p>The Twits by Roald Dahl</p>	<p>Traction Man meets TurboDog by Mini Grey</p>
<p>Phonics</p>	<p>Recap Phase 5 and Phase 6</p>					

<p>Reading focus</p>	<p>Objectives Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Discussing the sequence of events in books and how items of information are related. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Objectives Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Discussing the sequence of events in books and how items of information are related. (KPI)</p>	<p>Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p>	<p>Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p>
<p>Developing throughout the year</p>	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reading most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (KPI)</p> <p>Re-reading books to build up their fluency and confidence in word reading. (KPI)</p> <p>Using age appropriate texts, checking that the text makes sense to them as they read and correcting inaccurate reading. (KPI)</p> <p>Participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.</p>					
<p>Writing focus</p>	<p>Recounts / diary entries</p> <p>Postcards</p> <p>Fictional narrative</p> <p>Persuasive writing</p> <p>Non-chronological reports</p> <p>Poetry</p>	<p>Recounts / diary entries</p> <p>Fictional narrative</p> <p>Persuasive writing</p> <p>Instructions</p>	<p>Recounts / diary entries</p> <p>Fictional narrative</p> <p>Persuasive writing</p> <p>Non-chronological reports</p>	<p>Recounts / diary entries</p> <p>Fictional narrative</p> <p>Persuasive writing</p> <p>Non-chronological reports</p> <p>Poetry</p> <p>Instructions</p>	<p>Recounts / diary entries</p> <p>Postcards</p> <p>Fictional narrative</p> <p>Persuasive writing</p> <p>Non-chronological reports</p> <p>Poetry</p>	<p>Recounts / diary entries</p> <p>Fictional narrative</p> <p>Newspaper reports</p>

Y3	Autumn	SPR1	SPR2	Summer
Class text	<p>Miranda the Explorer The Egyptian Cinderella</p>	<p>The Explorer</p>	<p>Shackleton's Journey</p>	<p>Theseus and the Minotaur Falling Out of the Sky (poems) Myths and Legends</p>
Phonics	<p>Intervention Phonics where necessary</p>			
Reading focus	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Demonstrating an increasing familiarity with a wide range of books from different genres including myths, legends and traditional stories, modern</p>

	<p>Demonstrating an increasing familiarity with a wide range of books from different genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)</p> <p>Identifying themes, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Reading aloud (including performing) showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart.</p> <p>Understanding how language, structure, and presentation contribute to meaning.</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>Participating in discussion about both books that are read to them and those</p>	<p>fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying themes, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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			taking turns and listening to what others say.	
Writing focus	<p>Non-chronological report Description Poetry Narrative Recount Newspaper articles</p>	<p>Description Dialogue Persuasion Letter writing Balance argument Poetry Non-chronological reports Diary writing</p>	<p>Description Dialogue Letter writing Poetry Non-chronological reports</p>	<p>Non chronological reports Narrative Diary Description Persuasion</p>

Y4	AUT1	AUT2	SPR1	SPR 2	SUM1	Sum 2
Class text	Class Book George's Marvellous Medicine	Class Book Stig of the Dump	Class Book Stig of the Dump	Class Book The Water Horse	Class Book Romans on the Rampage	Class Book Cliffhanger

<p>Reading focus</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</p>	<p>-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</p>
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	<p>understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. - Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. -Asking questions as they read to improve their understanding of a text.</p>	<p>meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text. -Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Discussing the style and type of vocabulary used by the author to support comprehension of texts.</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. -Asking questions as they read to improve their understanding of a text. -Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from non fiction. (KPI)</p>	<p>understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. - Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes. -Beginning to choose from a wider range of books including new authors not previously chosen.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Justifying predictions with evidence from the text. -Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>to read aloud and to understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes -Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. Explaining how language, structure, and presentation contribute to meaning.</p>	<p>understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases -Asking questions as they read to improve their understanding of a text.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Justifying predictions with evidence from the text.</p>	<p>understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) -Confidently retrieving and recording information from non-fiction. (KPI)</p> <p>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
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Writing focus	<u>Writing focus</u> -Diary entries (recount) -Instructions (recipe) -Food Poetry	<u>Writing focus</u> -Narrative (speech & playwriting) -Non chronological reports -Explanation text	<u>Writing focus</u> -Recount -Persuasive advert -Letter writing	<u>Writing focus</u> -Narrative (setting description) -Persuasive (letter writing) -Information text (mountains)	<u>Writing focus</u> -Letter writing -Explanation texts -Poetry	
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Y5	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Class text	Viking Boy	Legend of Beowulf	Escaping the Giant Wave		Street Child	Oliver Twist
Reading focus	<p>Reading fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independent Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Reading fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently.</p>	<p>Reading fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p>		<p>Reading fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding</p>	<p>Reading fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding</p>

	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</p> <p>Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Making predictions based on evidence that is stated and implied.</p> <p>Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.</p> <p>Understanding the conventions of different types of writing, using some technical terms when discussing texts.</p>	<p>Distinguishing between statements of fact and opinion.</p> <p>Retrieving, recording and presenting information from non-fiction summarising and recording information found. (KPI)</p> <p>Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI) Making predictions based on evidence that is stated and implied.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Asking deeper questions about character and motive to improve their understanding.</p> <p>Understanding the conventions of different types of writing, using some technical terms when discussing texts.</p>	<p>of what they have read independently.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p> <p>Distinguishing between statements of fact and opinion. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</p> <p>Making predictions based on evidence that is stated and implied.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.</p>	<p>of what they have read independently.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p> <p>Explaining and discussing 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>Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.</p> <p>Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.</p>
Writing focus	<p>Non-chronological report Biographical writing Description Poetry Narrative</p>	<p>Persuasion Description Letters Newspaper Balanced argument Poetry</p>	<p>Instruction Persuasive text Narrative Poetry Information text Description</p>	<p>Non chronological reports Biographical writing Stories Diary Description</p>	<p>Explanation Persuasive Auto-biographical writing Letters Newspaper</p>

Y6	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Class Text	War Horse Michael Morpurgo	The Boy in the Striped PJs John Boyne	Journey to the River Sea Eva Ibbotson	Topic: The Mayans Non-fiction book focus	Holes Louis Sachar Non-fiction book focus Topic: The Water Cycle	Kensuke's Kingdom Michael Morpurgo
Reading Focus	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Making predictions based on more than one piece of evidence.</p> <p>- When reading silently, checking that the text</p>	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Making predictions based on details stated and implied. Recognising themes and making comparisons within and across texts of characters, settings, themes</p>	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts.</p>	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-In non-fiction, retrieving records and presenting information to other readers both formally and informally</p>	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Explaining how language, including figurative language, is used to contribute to meaning with evidence from the text.</p>	<p>Reading focus:</p> <p>-Fluently and effortlessly reading a wide range of age appropriate texts.</p> <p>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what</p>

	<p>makes sense by questioning unfamiliar words or phrases.</p> <p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.</p>	<p>and other aspects within a text.</p> <p>-Asking questions about a text e.g. context and comparison with other texts. - Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.</p>	<p>-Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text.</p> <p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.</p>	<p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.</p>	<p>-Distinguishing independently between statements of fact and opinion.</p> <p>-Explaining and discussing their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary, providing reasoned justification for their views. (KPI)</p> <p>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.</p>	<p>they have read independently.</p>
Writing Focus	<p>Writing: diary entries report fictional narrative instructional</p>	<p>Writing: persuasive writing narrative diaries Newspapers Arguments</p>	<p>Writing: narrative, poetry, non-chronological reports</p>	<p>Writing: Narrative description, non-chronological reports</p>	<p>Writing: diary entries, newspapers, fictional narrative, persuasive writing, instructions</p>	<p>Writing: narrative, poetry, non-chronological reports</p>