St. Andrew's
Church of England Primary School
ENRICHING LIVES

READING
Curriculum Journey

1. What is Reading?

At St. Andrew's, we believe that reading is a journey born out of curiosity for the world around us; leading to an understanding and enjoyment of texts, poetry and plays following a carefully structured path.

2. Through the eyes of our children, Reading is important because:

'Reading helps with all our learning. When you read you can find out information, go on adventures, animals may come alive, you can escape to other places and learn new things.'

3. Curriculum Intent

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. At St. Andrew's Primary School, we highly value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We encourage our children to read a wide range of texts for pleasure in order to develop culturally, emotionally, intellectually, socially and spiritually. Our aim is for them to communicate confidently and effectively, to allow them to become a global citizen. We believe that reading is the bedrock of success in education.

The National Curriculum for Reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

4. Implementation

The teaching and implementation of the Reading curriculum at St. Andrew's C.E. Primary School is based on the Early Learning Goals and National Curriculum.

4.1 EYFS and KS1

At St. Andrew's, Nursery children are invited to choose a 'sharing book' to take home to enjoy with their families, this is intended to help foster the love and importance of reading from the outset of school life.

From Reception onwards we then follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they discover. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support each child's journey to becoming fluent and independent readers. The ELS scheme, located in the EYFS and KS1 area, is used to develop fluent, confident

readers who comprehend the texts that they explore.

In addition to the scheme books, children in Reception also take home a book to share with their families, much like Nursery.

Moving into KS1, the progression from this ELS scheme allows the children the opportunities to continue to apply their learning of known phonics to books within the KS1 reading scheme. As the children work through the KS1 scheme, they will read a range of texts including poetry, play scripts, stories set in different cultures or times and non-fictional texts such as information books or newspapers. Children will progress through the colour stages depending on their reading ages and abilities.

To support children in EYFS and KS1 who may find reading a challenge, we offer timely intervention from our Early Reading Experts which follows the programme and structure set out by ELS.

All EYFS and Year 1 pupils are expected to complete home reading supported by their family with new books being sent home once a week. In our weekly planners, parents and carers are asked to initial each day their child reads at home. In Year 2, again in our KS1 weekly planner, parents and carers are asked to initial each day their child reads at home. Books are then changed twice a week.

As part of our wish to develop a life-long love of reading, we have established links with the local library and welcome visits from our local librarian. We also aim to visit the Woodhall Spa library once a term where children listen to a librarian share a book and take home one themselves.

4.2 KS2

Once our children have achieved the highest level of the KS1 colour banding scheme, they then move on to become 'free readers'. These books are located in the school library and grouped into six coloured bands: red, green, blue, purple, orange and orange/silver. The class teacher assesses the appropriate book band colour for each child and children can select any book within the coloured band. Each coloured band has a wide selection of genres and authors.

All pupils are expected to complete home reading supported by their family at least three times each week. Again, in our KS2 weekly planner, parents and carers are asked to initial each day their child reads at home. Books are then changed as they are completed.

Reading levels are regularly monitored by the class teacher and reported to the reading lead each term. Those children finding reading a challenge are then supported by intervention from our Early Reading Experts.

Whole School

Discrete reading lessons cover all aspects of the reading curriculum and these are part of daily life at St. Andrews. Staff follow the school's LTP for Reading to teach guided reading with whole class texts, using VIPERS to support questioning. Alongside this, each class enjoys a daily read of their termly class reader.

We believe that reading is an integral part of every subject at St. Andrews and throughout our curriculum we provide additional opportunities for children to develop reading fluency and access a wide variety of texts. Above all else, we want our children to enjoy reading and have the confidence to read independently, exploring a range of genres and authors including English classics such as Oliver Twist, Black Beauty or some of the works of Shakespeare. All children have access to a library within school, whether this be in the classroom or in a shared area. We have designed these spaces carefully to ensure they are inviting for all children.

4.3 British Values and the 9 Protected Characteristics

The Reading LTP has carefully selected, high quality texts linked to themes and interests. These chosen books also link to our British Values and the 9 Protected Characteristics. We pride ourselves in having a wide range of books in our libraries for the children to enjoy reading and learn from and consciously review and replenish to keep the libraries up to date with new books.

5. Programmes of Study

5.1 Programmes of Study – EYFS

Nursery	Reception	ELG
Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand the five key concepts about print: • print has meaning - print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes - count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	**Communication and Language** • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter – sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	**Word Reading:** Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

5.2 Programmes of Study – KS1

Year 1	Year 2
Reading - word reading Pupils will be taught to: • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Read 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 • Reread these books to build up their fluency and confidence in word reading **Reading Comprehension** Pupils will be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them,	**Reading - word reading** Pupils will be taught to: • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading **Reading – comprehension** Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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 • Discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done

taking turns and listening to what others say • Explain clearly their understanding of what is read to them	• Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

5.3 Programmes of Study – KS2

Year 3 & 4	Year 5 & 6
Reading - word reading Pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **Reading – comprehension** Pupils should be taught to: Develop positive attitudes to reading, and an understanding of what they read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: • Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than 1 paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate 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	**Reading - word reading** Pupils will be taught to: • Apply 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 **Reading – comprehension** Pupils should be taught to: Maintain positive attitudes to reading and an understanding of what they read by: • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their 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 • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 • Provide reasoned justifications for their views

5.4 Programmes of Study - Next Steps

KS3
Reading Pupils should be taught to: Develop an appreciation and love of reading, and read increasingly challenging material independently through: • Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature • Choosing and reading books independently for challenge, interest and enjoyment • Rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons Understand increasingly challenging texts through: • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text • Knowing the purpose, audience for and context of the writing and drawing on this Knowledge to support comprehension Checking their understanding to make sure that what they have read makes sense read critically through: • Knowing how language, including figurative language, vocabulary choice, grammar, text Structure and organisational features, presents meaning • Recognising a range of poetic conventions and understanding how these have been used • Studying setting, plot, and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • Making critical comparisons across texts • Studying a range of authors, including at least 2 authors in depth each year

6. Progression

- through each strand

6.1 Progression in EYFS – Word Reading

	Development Matters & ELG
Nursery	**Literacy- Reading** • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from
Reception	**Literacy- Reading** • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.
ELG	**Literacy- Reading** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

6.2 Progression in EYFS – Comprehension

	Development Matters & ELG
Nursery	**C&L Listening and Attention** • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). **C&L Understanding** • Understands use of objects (e.g. "What do we use to cut things?') • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
Reception	**C&L Listening and Attention** • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. **C&L Understanding** • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
ELG	**C&L Listening and Attention** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **C&L Understanding** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

6.3 Progression in KS1 & KS2 – Word Reading

Y1	• Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Read 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 • Reread these books to build up their fluency and confidence in word reading
Y2	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading
Y3/4	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Y5/6	• Apply 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

6.4 Progression in KS1 & KS2 – Comprehension

Y1	• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them
Y2	• 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 • Discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Y3/4	• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths

	and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than 1 paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate 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
Y5/6	• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their 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 • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 • Provide reasoned justifications for their views

6.5 Progression in KS1 & KS2 – Fiction

Y1	• recognise and join in with predictable phrases • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Y2	• become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • recognise simple recurring literary language in stories
Y3/4	• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • identify themes and conventions in a wide range of books
Y5/6	• increase their 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 • identify and discuss themes and conventions in and across a wide range of writing

6.6 Progression in KS1 & KS2 – Non-Fiction

Y1	• listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently
Y2	• be introduced to non-fiction books that are structured in different ways
Y3/4	• retrieve and record information from non-fiction texts
Y5/6	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction texts

6.7 Progression in KS1 & KS2 – Poetry and Performance

Y1	• learn to appreciate rhymes and poems, and to recite some by heart
Y2	• continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
Y3/4	• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise some different forms of poetry
Y5/6	• learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

6.8 Progression in KS1 & KS2 – Vocabulary

Y1	• discuss word meanings and link new meanings to words already known
Y2	• discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases
KS2	• use dictionaries to check the meaning of words that they have read

6.9 Progression in KS1 & KS2 – Inference

Y1	• discuss the significance of the title and events make inferences on the basis of what is being said and done
Y2	• make inferences on the basis of what is being said and done answer and ask questions
Y3/4	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence
Y5/6	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

6.10 Progression in KS1 & KS2 – Prediction

KS1	• predict what might happen on the basis of what has been read so far
KS2	• predict what might happen from details stated and implied

6.11 Progression in KS1 & KS2 – Explanation

Y1	• draw on what they already know or on background information and vocabulary provided by the teacher • explain clearly their understanding of what is read to them
Y2	• draw on what they already know or on background information and vocabulary provided by the teacher • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Y3/4	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say
Y5/6	• identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language and consider the impact on the reader • participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their view

6.12 Progression in KS1 & KS2 – Retrieval

Y1	• answer simple retrieval questions about a text and find evidence to support answers
Y2	• answer simple retrieval questions about a text and find evidence to support answers
KS2	• check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • ask questions to improve their understanding of a text

6.13 Progression in KS1 & KS2 – Summarise

Y1	• be encouraged to link what they read or hear read to their own experiences
Y2	• make links between a current book and those already read
Y3/4	• identify main ideas drawn from more than one paragraph and summarise these
Y5/6	• summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

7. EYFS and KS1 Progression

- **Writing Text foci**
- **Class Stories**
- **Guided Reading**

7.1 Progression in EYFS and KS1 - Guided Reading and Class Story LTP Cycle A

		FS1/Nursery	FS2/Reception	Year 1	Year 2
Term 1	**Writing Theme**	Ourselves All About Me!	Colours of the Rainbow Autumn	*Circus!*	Circus – 'Circus' – Nell and the Circus of Dreams – Nell Gifford
	Guided Reading		ELS	See ELS Programme	Winnie the Witch – Winnie and Wilbur – Valerie Thomas Comprehension Ninja - Poetry and Non-Fiction
	Class Story	We are all different Who's in My Family The Great Big Book of Families Day Monkey/Night Monkey	Rainbow Fish What is Pink? Poem Elmer Leaf Man Scarecrow's Wedding	*The Circus Ship* *Big Top Ben* *The Fabulous Foskett Family Circus*	Clown – Quentin Blake George's Marvellous Medicine – Roald Dahl
Term 2	**Writing Theme**	Elves and Fairies Christmas	Festivals – Diwali, St. Andrew's Day, Christmas	*The Owl Who Was Afraid of the Dark* *Peace at last*	Light and Dark – The Owl who was Afraid of the Dark
	Guided Reading		ELS	See ELS Programme	The Enormous Crocodile - Roald Dahl Selfish Crocodile – Faustin Charles Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Elves & the Shoemaker Oh, Christmas Tree A Letter to Santa	Row of Lights St. Andrew's story Little Robin Red Vest Nativity Story Little Robin Red Vest - Poem	You Wouldn't Want To Be Guy Fawkes (Non Fiction)	The Owl who was Afraid of the Dark – Jill Murphy
Term 3	**Writing Theme**	Lunar New Year Winter	Once Upon a Time...	*The True Story of the Three Little Pigs*	Traditional Tales – 'The True Story of the Three Little Pigs' & 'The Three Little Pigs' – Jon Scieszka
	Guided Reading		ELS	See ELS Programme	Aziza's Secret Fairy Door – Lola Morayo Comprehension Ninja - Fiction
	Class Story	My First Chinese New Year Dragon Dance Robin's Winter Song Frog in Winter	Goldilocks and the Three Bears The Three Little Pigs	Range of traditional tales	Jack's Beanstalk Stinks – Eric Braun The Wolf's Story – Toby Forward Little Red – Lynn Roberts
Term 4	**Writing Theme**	Once Upon a Time… Easter	Space Easter	*Paddington*	The UK – Paddington (Classical Fiction) – Michael Bond
	Guided Reading		ELS	See ELS Programme	Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Gingerbread Man Three Billy Goats Gruff Jack and the Beanstalk	How to Catch a Star Goodnight Spaceman Beegu Non-fiction Space	Paddington Treasury	Paddington Treasury – Michael Bond The Witches – Roald Dahl

Term 5	**Writing Theme**	Occupations	Jungle	*The Dragon Machine Zog (Poetry)*	Friendship – The Dragon Machine Helen Ward
	Guided Reading		ELS	See ELS Programme	Dragon in the Library – Louie Stowell Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Non – fiction jobs Not a Box Five Brave Firefighters - Poem	Rumble in the Jungle Walking through the Jungle	The Lion Inside Blue The Dragon Snatcher	The Witches – Roald Dahl
Term 6	**Writing Theme**	At the Seaside/Beach Olympics	Ready, Steady Cook	*Author Study – Nick Butterworth* *Percy the Park Keeper*	Percy the Parkkeeper (The Rescue Party) – Nick Butterworth
	Guided Reading		ELS	See ELS Programme	The 13 Storey Treehouse – Andy Griffiths Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Clem & Crab Winnie and Wilbur – Seaside Adventures 'O' is for Olympics	Sam's Sandwich Handa's Surprise Recipe Books	Nick Butterworth Treasury	Percy the Parkkeeper – The Secret Path – Nick Butterworth

7.2 Progression in EYFS and KS1 - Guided Reading and Class Story LTP Cycle B

		FS1/Nursery	FS2/Reception	Year 1	Year 2
Term 1	**Writing Theme**	My Family and Me	All About Me! Harvest	*This Is The House That Jack Built* *Anancy and Mr Dry-Bones (Diversity)*	Homes – This is the House that Jack Built – Sims Taback Anancy and Mr Dry-Bones – Fiona French
	Guided Reading		ELS	See ELS Programme	Winnie the Witch – Winnie's New Computer – Valarie Thomas Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Me & My Dad/Me and My Mum Where's Home Daddy Bear?	What's Wrong with You? Sulwie Paper Dolls Little Red Hen	Here Comes Mr Postmouse The Village of Round and Square Houses In Every House, on Every Street	Fungus the Bogey Man – Raymond Briggs
Term 2	**Writing Theme**	Castles Christmas	Dinosaurs Christmas	*Meerkat Mail* *Journey*	New Places – Meerkat Mail, The Journey – Aaron Becker
	Guided Reading		ELS	See ELS Programme	Chocolate Monster – Jan Page Comprehension Ninja - Poetry and Non-Fiction
	Class Story	The Dragon Tamer's Castle Henry's House: Knights and Castles	Dear Dinosaur Dinosaur Lady – Mary Anning Twelve Days of Christmas Nativity Story A Visit from St. Nicholas Poem	The Sea Saw Welcome to Our World – A Celebration of Children Everywhere (Non - Fiction)	A Necklace of Raindrops and Other Stories – Joan Aiken
Term 3	**Writing Theme**	Lunar New Year Superheros	Antarctica	*Painted Skies*	Changes – Painted Skies – Carolyn Mallory
	Guided Reading		ELS	See ELS Programme	The Owl who was Afraid of the Dark – Jill Murphy Comprehension Ninja - Fiction
	Class Story	Non-Fiction Lunar New Year Supertato – Series Batman's Exercise Video - Poem	Lost and Found Little Penguin Atlas	Polar Bear, Polar Bear, What Do You Hear? (Poetry) Arctic Tale The Lights That Dance In The Night	Pugs of the Frozen North
Term 4	**Writing Theme**	Easter Travel & Transport	Growing Easter	*Hansel and Gretel*	Hansel and Gretel – Anthony Browne
	Guided Reading		ELS	See ELS Programme	Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	My Own Easter Story The Great Easter Egg Scramble Non-Fiction transport	Jasper's Beanstalk Oliver's Vegetables One Seed, One Child One Tiny Seed Non-Fiction Books	Queen Elizabeth I Who Was Queen Elizabeth? (Non Fiction)	Nothing to See Here Hotel – Steve Butler

Term 5	**Writing Theme**	Pirates On the Farm	Minibeasts	*Greta and the Giants* *The Polar Bear's Home* *What a Waste*	Global Warming – Greta and the Giants – Zoe Tucker The Polar Bears Home – Lara Bergen
	Guided Reading		ELS	See ELS Programme	The Queen's Nose – Dick King-Smith Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Pirates Love Underpants What the Ladybird Heard	The Very Hungry Caterpillar The Very Quiet Cricket Bad Tempered Ladybird Bug Chant Poem	Here We Are 10 things I can do to help my world Dear Greenpeace	Someone Swallowed Stanley Charlie and the Chocolate Factory – Roald Dahl
Term 6	**Writing Theme**	Nursery rhymes Pets	Under the Sea	*The Tunnel*	Relationships – The Tunnel
	Guided Reading		ELS	See ELS Programme	Dave Pigeon – Swapna Haddow Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Melissa's Octopus and other unsuitable pets My First Pets	Somebody Swallowed Stanley Snail and the Whale Owl and the Pussycat Poem	A range of Anthony Browne stories	Charlie and the Chocolate Factory – Roald Dahl

7.3 Progression in EYFS and KS1 - Guided Reading and Class Story LTP Cycle C

		FS1/Nursery	FS2/Reception	Year 1	Year 2
Term 1	**Writing Theme**	Ourselves All About Me!	Colours of the Rainbow Autumn	*The Adventures of Mr Benn* *Mr Benn, the Spaceman*	Somewhere New – Mr Benn – the Spaceman- David McKee
	Guided Reading		ELS	See ELS Programme	Winnie the Witch – Winnie and Wilbur – Valerie Thomas Comprehension Ninja - Poetry and Non-Fiction
	Class Story	We are all different Who's in My Family The Great Big Book of Families Day Monkey/Night Monkey	Rainbow Fish What is Pink? Poem Elmer Leaf Man Scarecrow's Wedding	You Can't Take an Elephant on Holiday	Mr Benn Stories - David McKee George's Marvellous Medicine – Roald Dahl
Term 2	**Writing Theme**	Elves and Fairies Christmas	Festivals – Diwali, St. Andrew's Day, Christmas	*Robin Hood*	The UK – Scotland – The Adventures of Katie Morag – Delivers the Mail
	Guided Reading		ELS	See ELS Programme	The Enormous Crocodile - Roald Dahl Selfish Crocodile – Faustin Charles Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Elves & the Shoemaker Oh, Christmas Tree A Letter to Santa	Row of Lights St. Andrew's story Little Robin Red Vest Nativity Story Little Robin Red Vest - Poem	*Legends of King Arthur* *The Sword in the Stone*	Katie Morag Stories – Mairi Hedderwick
Term 3	**Writing Theme**	Lunar New Year Winter	Once Upon a Time…	*Tiddalik the Frog* *Rainbow Bird* *Stories Around the Billabong*	Australia – Tiddalik the Frog
	Guided Reading		ELS	See ELS Programme	Aziza's Secret Fairy Door – Lola Morayo Comprehension Ninja - Fiction
	Class Story	My First Lunar New Year Dragon Dance Robin's Winter Song Frog in Winter	Goldilocks and the Three Bears The Three Little Pigs	*Australia (Where on Earth?)* (Non-fiction)	Rainbow Bird How the Birds got their Colours
Term 4	**Writing Theme**	Once Upon a Time… Easter	Space Easter	*Adventures of Katie Morag*	Inventions – The Tin Forest – Helen Ward
	Guided Reading		ELS	See ELS Programme	Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Gingerbread Man Three Billy Goats Gruff Jack and the Beanstalk	How to Catch a Star Goodnight Spaceman Beegu Non-fiction Space	Katie Morag Treasury	The Witches – Roald Dahl

Term 5	**Writing Theme**	Occupations	Jungle	*The Tin Forest*	Protecting – George and the Dragon
	Guided Reading		ELS	See ELS Programme	Dragon in the Library – Louie Stowell Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Non – fiction jobs Not a Box Five Brave Firefighters - Poem	Rumble in the Jungle Walking through the Jungle	*Tear Thief* *Leon and the Place Between*	The Witches – Roald Dahl
Term 6	**Writing Theme**	At the Seaside/Beach Olympics	Ready, Steady Cook	*The Man Whose Mother was a Pirate* *Pirate Cruncher* *Pirate Jam*	Pirates – the Pirate Cruncher
	Guided Reading		ELS	See ELS Programme	The 13 Storey Treehouse – Anthony Griffiths Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Clem & Crab Winnie and Wilbur – Seaside Adventures 'O' is for Olympics	Sam's Sandwich Handa's Surprise Recipe Books	Selection of pirate books.	Salty Dogs – Matty Long Other Pirate books

7.4 Progression in EYFS and KS1 - Guided Reading and Class Story LTP Cycle D

		FS1/Nursery	FS2/Reception	Year 1	Year 2
Term 1	**Writing Theme**	My Family and Me	All About Me! Harvest	*Lost in the Toy Museum*	Toys – Lost in the Toys Museum – David Lucas
	Guided Reading		ELS	See ELS Programme	Winnie the Witch – Winnie's New Computer – Valarie Thomas Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Me & My Dad/Me and My Mum Where's Home Daddy Bear?	What's Wrong with You? Sulwie Paper Dolls Little Red Hen	Toys in Space Little Lost Bear Lost and Found	Fungus the Bogey Man – Raymond Briggs
Term 2	**Writing Theme**	Castles Christmas	Dinosaurs Christmas	Quentin Blake Author Study *Patrick* *Mrs Armitage on Wheels* *All Join In (Poetry)*	Quentin Blake – Mrs Armitage on Wheels, The Green Ship, All About Me
	Guided Reading		ELS	See ELS Programme	Chocolate Monster – Jan Page Comprehension Ninja - Poetry and Non-Fiction
	Class Story	The Dragon Tamer's Castle Henry's House: Knights and Castles	Dear Dinosaur Dinosaur Lady – Mary Anning Twelve Days of Christmas Nativity Story A Visit from St.Nicholas Poem	Selection of Quentin Blake	Patrick – Quentin Blake Other Mrs Armitage stories Cockatoo – Quentin Blake
Term 3	**Writing Theme**	Luna New Year Superheros	Antarctica	*Little Polar Bear*	Polar Bears – Little Polar Bear – Where are you going Lars? – Hans De Beer
	Guided Reading		ELS	See ELS Programme	Owl who was Afraid of the Dark – Jill Murphy Comprehension Ninja - Fiction
	Class Story	Non-Fiction Lunar New Year Supertato – Series Batman's Exercise Video - Poem	Lost and Found Little Penguin Atlas	Seasonal Poetry The Storm Whale In The Winter North Pole (Non Fiction)	Pug's of the Frozen North – Phillip Reeve

Term 4	**Writing Theme**	Easter Travel & Transport	Growing Easter	*Queen Victoria's Bathing Machine*	Queen Victoria – Queen Victoria's Bathing Machine
	Guided Reading		ELS	See ELS Programme	Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	My Own Easter Story The Great Easter Egg Scramble Non-Fiction transport	Jasper's Beanstalk Oliver's Vegetables One Seed, One Child One Tiny Seed Non-Fiction Books	When I Was A Child (Non Fiction) Queen Victoria's Knickers	Nothing to See Here Hotel – Steven Butler
Term 5	**Writing Theme**	Pirates On the Farm	Minibeasts	*Around the World in 80 days*	Around the World in 80 Days
	Guided Reading		ELS	See ELS Programme	The Queen's Nose – Dick King-Smith Comprehension Ninja - Poetry and Non-Fiction Comprehension Ninja - Fiction
	Class Story	Pirates Love Underpants What the Ladybird Heard	The Very Hungry Caterpillar The Very Quiet Cricket Bad Tempered Ladybird Bug Chant Poem	Diversity – Books from different cultures	Around the World in 80 Days
Term 6	**Writing Theme**	Nursery rhymes Pets	Under the Sea	*A dark, dark tale*	Journeys - A Dark, Dark Tale – Ruth Brown
	Guided Reading		ELS	See ELS Programme	Dave Pigeon – Swapna Haddow Comprehension Ninja - Poetry and Non-Fiction
	Class Story	Melissa's Octopus and other unsuitable pets My First Pets	Somebody Swallowed Stanley Snail and the Whale Owl and the Pussycat Poem	The Dark – Lemony Snicket In the Dark (Non-fiction)	Charlie and the Chocolate Factory – Roald Dahl

8. KS2 Progression

- Writing Text Foci

- Class Stories

- Guided Reading

Books including British Values identified:

- **Democracy D**
- **Rule of Law RL**
- **Tolerance of those of Different Faiths and Beliefs T**
- **Mutual Respect MR**
- **Individual Liberty IL**

Books based on the 9 Protected Characteristics

8.1 Progression in KS2 – Guided Reading and Class Story LTP Cycle A

		Year 3	Year 4	Year 5	Year 6
Term 1	**Writing Theme**	Relationships *Cloud Bursting or Butterfly Lion*	Relationships *Cloud Bursting or Butterfly Lion*	Friendship *The Hobbit*	Friendship *The Hobbit*
	Guided Reading	Horse Pie (Michael Morpurgo) MR RL	Butterfly Lion (Michael Morpurgo) IL D	Danny the Champion of the World (Roald Dahl) RL MR	Kensuke's Kingdom (Michael Morpurgo) IL T MR D
	Class Story	Butterfly Lion (Michael Morpurgo) IL D	Kasper: Prince of Cats (Michael Morpurgo) MR	The Hobbit (J. R. R. Tolkien) MR T	The Hobbit (J. R. R. Tolkien) MR T
Term 2	**Writing Theme**	Author (Roald Dahl) *Boy*	Author (Roald Dahl) *Boy*	Author (Anthony Horowitz) *Storm Breaker*	Author (Anthony Horowitz) *Storm Breaker*
	Guided Reading	Twits (Roald Dahl) IL MR and Comprehension Ninja: Non-Fiction and Poetry	Fantastic Mr Fox (Roald Dahl) RL and Comprehension Ninja: Non-Fiction and Poetry	Storm Breaker (Anthony Horowitz) RL MR and Comprehension Ninja: Non-Fiction and Poetry	When Hitler Stole Pink Rabbit (Judith Kerr) RL IL and Comprehension Ninja: Non-Fiction and Poetry
	Class Story	Boy (Roald Dahl) RL	Twits (Roald Dahl) IL MR	Storm Breaker (Anthony Horowitz) RL MR	Kick (Mitch Johnson) MR IL
Term 3	**Writing Theme**	Anglo-Saxons *Beowolf*	Anglo-Saxons *Beowolf*	Anglo-Saxon *Beowolf*	Anglo-Saxon *Beowolf*
	Guided Reading	You're a Bad Man, Mr Gum! (Andy Stanton) MR	Sam Wu is Not Afraid of Sharks (Katie and Kevin Tsang) IL MR	Beowolf (Michael Morpurgo) T MR	Number the Stars (Lois Lowry) IL D T
	Class Story	Pea's Book of Holidays (Susie Day) RL IL D	Mystery of Disappearing Underpants (Nikki Young) RL MR	A Storm of Strawberries (Jo Cotterill) T	Running on Empty (S. E. Durrant) T MR
Term 4	**Writing Theme**	Challenges *The Secret Lake or The Explorer*	Challenges *The Secret Lake or The Explorer*	Good Vs Evil *A Wrinkle in Time*	Good Vs Evil *A Wrinkle in Time*
	Guided Reading	Amelia Fang and the Memory Thief (Laura Ellen Anderson) IL RL	Julian's Secret Agent (Ann Cameron) RL	Skellig (David Almond) IL T MR	Comprehension Ninja and SATs Prep
	Class Story	Planet Omar (Zanib Mian) T RL IL	Anisha, Accidental Detective (Serena Patel) RL T IL	The Spiderwick Chronicles (Tony Diterlizzi & Holly Black) D MR	The Memory Cage (Ruth Eastman) MR IL D
Term 5	**Writing Theme**	Railways *The Train to Impossible Places*	Railways *The Train to Impossible Places*	Railways *The Railway Children*	Railways *The Railway Children*
	Guided Reading	E.S.P (Dick King-Smith) IL and Comprehension Ninja: Non-Fiction and Poetry	Iron Man (Ted Hughes) IL MR T and Comprehension Ninja: Non-Fiction and Poetry	The Thieves of Ostia (Caroline Lawrence) T IL RL MR and Comprehension Ninja: Non-Fiction and Poetry	Comprehension Ninja and SATs Prep
	Class Story	The Train to Impossible Places (P.G. Bell) IL RL	The Secret of Platform 13 (Eva Ibbotsom) RL MR	Once (Morris Gleitzman) T IL	Wonderscape (Jennifer Bell) D MR
Term 6	**Writing Theme**	Family *Zathura*	Family *Zathura*	Memories *Flotsam*	Memories *Flotsam*
	Guided Reading	Harry and the Poisonous Centipede (Lynne Reid) MR	Odd and the Frost Giant (Neil Gaiman) MR RL	Holes (Louis Sachar) RL MR T	The Explorer (Katherine Rundell) D MR T
	Class Story	The Racehorse Who Disappeared (Clare Balding) RL	The Boy Who Sailed the Ocean in an Armchair (Lara Williamson) MR	The Boy Who Made Everyone Laugh (Helen Rutter) MR	There's a Boy in the Girl's Bathroom (Louis Sachar) MR

8.2 Progression in KS2 – Guided Reading and Class Story LTP Cycle B

		Year 3	Year 4	Year 5	Year 6
Term 1	**Writing Theme**	Good Vs Evil *The Lost Happy Endings*	Good Vs Evil *The Lost Happy Endings*	Differences *The Boy at the Back of the Class*	Differences *The Boy at the Back of the Class*
	Guided Reading	Stone Age Boy (Satoshi Kitamura) MR	13 Storey Treehouse (Andy Griffiths) MR IL	The Boy at the Back of the Class (Onjali Q. Rauf) T MR	Nowhere Emporium (Ross MacKenzie) MR
	Class Story	Escape Room (Christopher Edge) D IL MR	Spaghetti Hoop Boy (Lara Williamson) MR RL	Danny Chung does not do Maths (Maisie Chan) T	The Night Bus Hero (Onjali Q. Rauf) MR IL
Term 2	**Writing Theme**	Changes Around Us *The Window/Where the Forest Meets the Sea and Belonging*	Changes Around Us *The Window/Where the Forest Meets the Sea and Belonging*	Relationships *Little Women*	Relationships *Little Women*
	Guided Reading	The Faraway Tree (Enid Blyton) IL MR D and Comprehension Ninja: Non-Fiction and Poetry	Flat Stanley (Jeff Brown) IL MR and Comprehension Ninja: Non-Fiction and Poetry	Shackleton's Journey (William Grill) MR and Comprehension Ninja: Non-Fiction and Poetry	Goodnight Mr Tom (Michelle Magorian) MR IL and Comprehension Ninja: Non-Fiction and Poetry
	Class Story	The Magician's Elephant (Kate Dicamillo) RL	The Tornado Chasers (Ross Montgomory) MR IL T	Millions the Not-so-Great Train Robbery (Frank Cotterell Boyce) RL	Oranges in No Man's Land (Elizabeth Laird) T RL
Term 3	**Writing Theme**	Vikings *Attack of the Vikings* *The Dragon's Hoard*	Vikings *Attack of the Vikings* *The Dragon's Hoard*	Vikings *Viking Boy*	Vikings *Viking Boy*
	Guided Reading	The Boy Who Drew Dragons (Andy Shepherd) MR and Comprehension Ninja: Non-Fiction and Poetry Texts	The Dragon in the Library (Louie Stowell) MR D and Comprehension Ninja: Non-Fiction and Poetry Texts	Fabulously Funny Plays MR RL IL and Comprehension Ninja: Non-Fiction and Poetry Texts	Comprehension Ninja and SATs Prep
	Class Story	The Boy Who Drew Dragons (Andy Shepherd) MR	The Dragon in the Library (Louie Stowell) MR D	The 1000-Year-Old Boy (Ross Welford) MR	The Girl of Ink and Stars (Kiran Millwood Hargrave) IL
Term 4	**Writing Theme**	Dilemmas *Sheep Pig or Babe*	Dilemmas *Sheep Pig or Babe*	It's a Mystery *The Mysteries of Harris Burdick*	It's a Mystery *The Mysteries of Harris Burdick*
	Guided Reading	Sheep Pig (Dick King-Smith) RL MR IL T	The Hodgeheg (Dick King-Smith) RL	Varjak Paw (S. F. Said) IL	Comprehension Ninja and SATs Prep
	Class Story	The Hodgeheg (Dick King-Smith) IL	Sheep Pig (Dick King-Smith) RL MR IL T	Tamarind and the Star of Ishta (Jasbinder Bilan) T	High Rise Mystery (Sharna Jackson) RL MR
Term 5	**Writing Theme**	Author (Anne Fine) *Bill's New Frock*	Author (Anne Fine) *Bill's New Frock*	Author (J.K.Rowling) *Harry Potter and the Prisoner of Azkaban*	Author (J.K.Rowling) *Harry Potter and the Prisoner of Azkaban*
	Guided Reading	Bill's New Frock (Anne Fine) MR	Diary of a Killer Cat (Anne Fine) IL MR RL	Shackleton's Journey (William Grill) MR	Rooftoppers (Katherine Rundell) MR
	Class Story	Diary of a Killer Cat (Anne Fine) IL MR RL	The Umbrella Mouse (Anna Fargher) D MR	To the Edge of the World (Julia Green) IL MR	Snowglobe (Amy Wilson) MR
Term 6	**Writing Theme**	Wanting Something New *The Wind in the Willows*	Wanting Something New *The Wind in the Willows*	Secrets *The Secret Garden*	Secrets *The Secret Garden*
	Guided Reading	Freckle Juice (Judy Blume) IL	Flotsam (David Wiesner) MR	Sky Song (Abi Elphinstone) RL IL	Wonder (PJ Palacio) MR IL
	Class Story	Toad Attack (Patrice Lawrence) MR	The Wind in the Willows (Kenneth Grahame) RL MR IL	The Summer I Robbed a Bank (David O'Doherty) RL MR	Wonder (PJ Palacio) MR IL

8.3 Progression in KS2 – Guided Reading and Class Story LTP Cycle C

		Year 3	Year 4	Year 5	Year 6
Term 1	**Writing Theme**	Somewhere Different *Seasons of Splendour*	Somewhere Different *Seasons of Splendour*	Memories *Kensuke's Kingdom*	Memories *Kensuke's Kingdom*
	Guided Reading	Horse Pie (Michael Morpurgo) MR RL	Butterfly Lion (Michael Morpurgo) IL D	Danny the Champion of the World (Roald Dahl) RL MR	Kensuke's Kingdom (Michael Morpurgo) IL MR T D
	Class Story	Girl with the Lost Smile (Miranda Hart) MR	Kasper: Prince of Cats (Michael Morpurgo) MR	Kensuke's Kingdom (Michael Morpurgo) T MR IL D	Wonderscape (Jennifer Bell) D MR
Term 2	**Writing Theme**	Author (David Walliams) *Gangsta Granny*	Author (David Walliams) *Gangsta Granny*	Author (Charles Dickens) *Oliver Twist or A Christmas Carol*	Author (Charles Dickens) *Oliver Twist or A Christmas Carol*
	Guided Reading	Twits (Roald Dahl) IL MR and Comprehension Ninja: Non-Fiction and Poetry	Fantastic Mr Fox (Roald Dahl) RL and Comprehension Ninja: Non-Fiction and Poetry	Storm Breaker (Anthony Horowitz) RL MR and Comprehension Ninja: Non-Fiction and Poetry	When Hitler Stole Pink Rabbit (Judith Kerr) RL IL and Comprehension Ninja: Non-Fiction and Poetry
	Class Story	Gangsta Granny (David Walliams) RL	Awful Auntie (David Walliams) MR	Oliver Twist (Charles Dickens) RL MR IL	A Christmas Carol (Charles Dickens) MR IL
Term 3	**Writing Theme**	World War 2 *When Hitler Stole Pink Rabbit*	World War 2 *When Hitler Stole Pink Rabbit*	World War 2 *Number the Stars or Hero on a bicycle*	World War 2 *Number the Stars or Hero on a bicycle*
	Guided Reading	You're a Bad Man, Mr Gum! (Andy Stanton) MR	Sam Wu is Not Afraid of Sharks (Katie and Kevin Tsang) IL MR	Beowolf (Michael Morpurgo) T MR	Number the Stars (Lois Lowry) IL D T
	Class Story	Little Leaders in Black History (Women and Men) (Vashti Harrison) T	Bombs and Blackberries (Julia Donaldson) Playscript D MR	Number the Stars (Lois Lowry) IL D T	The Goldfish Boy (Lisa Thompson) MR
Term 4	**Writing Theme**	Aspirations *The man who walked between the 2 Towers or El Caminanti*	Aspirations *The man who walked between the 2 Towers or El Caminanti*	Fear *The Water Tower*	Fear *The Water Tower*
	Guided Reading	Amelia Fang and the Memory Thief (Laura Ellen Anderson) IL RL	Julian, Secret Agent (Ann Cameron) RL	Skellig (David Almond) IL T MR	Comprehension Ninja and SATs Prep
	Class Story	I was there – Ira Aldridge (Judy Hepburn) T	Katherine Johnson (Leila Rasheed) IL T	Dread Wood (Jennifer Killick) IL	The Memory Cage (Ruth Eastman) MR IL D
Term 5	**Writing Theme**	Romans *Escape from Pompeii Roman Diary*	Romans *Escape from Pompeii Roman Diary*	Romans *The Thieves of Ostia*	Romans *The Thieves of Ostia*
	Guided Reading	E.S.P (Dick King-Smith) IL and Comprehension Ninja: Non-Fiction and Poetry	Iron Man (Ted Hughes) IL MR T and Comprehension Ninja: Non-Fiction and Poetry	The Thieves of Ostia (Caroline Lawrence) T IL RL MR and Comprehension Ninja: Non-Fiction and Poetry	Comprehension Ninja and SATs Prep
	Class Storystraw	Atticus Claw (Jennifer Gray) RL	Small Change for Stuart (Lissa Evans) MR D	The Secrets of Billie Bright (Susie Day) T MR	Empire's End: A Roman Story (Leila Rasheed) T IL
Term 6	**Writing Theme**	Love to Learn *Once upon an ordinary school day*	Love to Learn *Once upon an ordinary school day*	Keep Hoping *For the right to learn or A Boy Called Hope*	Keep Hoping *For the right to learn or A Boy Called Hope*
	Guided Reading	Harry and the Poisonous Centipede (Lynne Reid) MR	Odd and the Frost Giant (Neil Gaiman) MR IL	Holes (Louis Sachar) RL MR T	The Explorer (Katherine Rundell) D T MR
	Class Story	The Creakers (Tom Fletcher) MR	My Brother is a Superhero (David Solomons) MR	October, October (Katya Balen) MR	A Boy Called Hope (Lara Williamson) MR

8.4 Progression in KS2 – Guided Reading and Class Story LTP Cycle D

		Year 3	Year 4	Year 5	Year 6
Term 1	**Writing Theme**	Viewpoint *Diary of a Killer Cat*	Viewpoint *Diary of a Killer Cat*	Secrets *Holes*	Secrets *Holes*
	Guided Reading	Stone Age Boy (Satoshi Kitamura) MR	13 Storey Treehouse (Andy Griffiths) MR IL	Shackleton's Journey (William Grill) MR	Nowhere Emporium (Ross McKenzie) MR
	Class Story	The Peppermint Pig (Nina Bawden) MR	Toto Ninja Cat (Dermot O'Leary) MR RL	Diver's Daughter (Patrice Lawrence) MR T	Nowhere Emporium (Ross McKenzie) MR
Term 2	**Writing Theme**	Author (Enid Blyton) *The Enchanted Woods*	Author (Enid Blyton) *The Enchanted Woods*	Author (Michael Morpurgo) *Billy the Kid and Medal for Leroy*	Author (Michael Morpurgo) *Billy the Kid and Medal for Leroy*
	Guided Reading	The Faraway Tree (Enid Blyton) IL MR D and Comprehension Ninja: Non-Fiction and Poetry	Flat Stanley (Jeff Brown) IL MR and Comprehension Ninja: Non-Fiction and Poetry	Shackleton's Journey (William Grill) MR and Comprehension Ninja: Non-Fiction and Poetry	Goodnight Mr Tom (Michelle Magorian) MR IL and Comprehension Ninja: Non-Fiction and Poetry
	Class Story	The Miraculous Journey of Edward Tulane (Kate DiCamillo) MR	Four Children and It (Jacqueline Wilson) MR D	Medal for Leroy (Michael Morpurgo) IL MR	Billy the Kid and Medal for Leroy (Michael Morpurgo) MR IL
Term 3	**Writing Theme**	Self-belief *Alice in Wonderland*	Self-belief *Alice in Wonderland*	Trust *The Invention of Hugo Cabret*	Trust *The Invention of Hugo Cabret*
	Guided Reading	Bill's New Frock (Anne Fine) MR	Diary of a Killer Cat (Anne Fine) IL MR RL	The Boy at the Back of the Class (Onjali Q. Rauf) T MR	Rooftoppers (Katherine Rundell) MR
	Class Story	Alice in Wonderland (Lewis Carroll) MR RL D	Alice in Wonderland (Lewis Carroll) MR RL D	The Boy at the Back of the Class (Onjali Q. Rauf) T MR	Friend or Foe (Michael Morpurgo) MR T
Term 4	**Writing Theme**	Friendship *Charlotte's Web*	Friendship *Charlotte's Web*	Relationships *The Lion, the Witch and the Wardrobe*	Relationships *The Lion, the Witch and the Wardrobe*
	Guided Reading	Sheep Pig (Dick King-Smith) RL MR IL T D	The Hodgeheg (Dick King-Smith) IL	Varjak Paw (S. F. Said) IL	Comprehension Ninja and SATs Prep
	Class Story	Sniff (Ian Whybrow) MR	Woof (Allan Ahlberg) MR IL	The Lion, the Witch and the Wardrobe (C. S. Lewis) MR	The Lion, the Witch and the Wardrobe (C. S. Lewis) MR
Term 5	**Writing Theme**	Ancient Greeks *King Midas*	Ancient Greeks *King Midas*	Ancient Greeks *Percy Jackson and the Lightening Thief*	Ancient Greeks *Percy Jackson and the Lightening Thief*
	Guided Reading	The Boy Who Drew Dragons (Andy Shepherd) MR and Comprehension Ninja: Non-Fiction and Poetry	The Dragon in the Library (Louie Stowell) MR D and Comprehension Ninja: Non-Fiction and Poetry	Fabulously Funny Plays MR RL IL and Comprehension Ninja: Non-Fiction and Poetry	Comprehension Ninja and SATs Prep
	Class Story	The Indian in the Cupboard (Lynne Reid Banks) T MR	The Last Chance Hotel (Nikki Thornton) RL IL MR	Percy Jackson and the Lightening Thief (Rick Riordan) MR RL	Rosa Parks (Dr Sheila Kanani) MR RL IL T D
Term 6	**Writing Theme**	Differences *Baba Yaga*	Differences *Baba Yaga*	Differences *Wonder*	Differences *Wonder*
	Guided Reading	Freckle Juice (Judy Blume) IL	Flotsam (David Wiesner) MR	Sky Song (Abi Elphinstone) RL IL	Wonder (PJ Palacio) MR IL
	Class Story	All Sorts to Make a World (John Agard) T MR	Where do you go, Birdy Jones? (Joanna Nadin) MR	Wonder (PJ Palacio) MR IL	After Tomorrow (Gillian Cross) RL MR

9. Implementation

- of Guided Reading

9.1 Implementation of Guided Reading

Nursery
In Nursery, although there are no discrete guided reading sessions, books are enjoyed every day. Nursery staff model word reading and comprehension skills and encourage the children to join in with repeated phrases and make predictions about the story.

EYFS and Year 1
In Reception and Year 1, guided reading sessions follow the progression and sequence depicted by the ELS phonics programme and take place each day.

Year 2
Children, from Year 2 have daily guided reading sessions following the LTP to develop fluency and comprehension while still reinforcing phonics. Books will be matched to challenge current decoding skills. Each term a range of poems will be read linked to the poetry focus for that term.

KS2
In KS2 children take part in guided reading sessions twice a week. Throughout all of these sessions, the children are taught key reading skills and given the opportunity to practise these independently and with the support of the class teacher and support staff.

Predominately, the Year 2 and KS2 reading lessons focus on the **VIPERS** (Literacy Shed Plus) reading areas:

- Vocabulary - discuss words and phrases
- Inference - infer character's thoughts, feelings and motives and find evidence in the text of this
- Predict - predict what might happen from details stated and implied
- Explain - identify or explain how information or narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
- Retrieve - retrieve information from the text.
- Summarise or sequence - summarise or sequence the main ideas from more than one paragraph

Guided reading sessions are also supplemented with Comprehension Ninja twice a year; incorporating learning related to non-fiction and poetry texts. These session challenge children to skim, scan and retrieve information effectively and focus on the following question types:

- Fill in the Gap
- Five Ws and How
- Multiple Choice
- True or False
- Summarise
- Sequencing
- Find and Copy
- Circle a Word

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2

EYFS Nursery	Vocabulary
	book
	information
	letters
	listen
	page
	picture
	poem
	repeat
	story
	rhyme
	word

10.3

EYFS Reception	Vocabulary
	author
	blend
	decode
	digraph
	fiction
	grapheme
	illustrator
	non-fiction
	phoneme
	predict
	retell
	segment
	sense
	split digraph
	story
	trigraph
	vocabulary

10.4

Key Stage 1	Vocabulary
	character
	compare
	comprehension
	contents
	decode
	fiction
	fluent
	inference
	intonation
	key words
	non-fiction
	playscript
	plot
	poetry
	prediction
	record
	retrieve
	rhyme
	sequence
	setting
	traditional tale
	volume

10.5

Lower Key Stage 2	Vocabulary
	1st person
	3rd person
	alliteration
	atmosphere
	audience
	authorial technique
	expressive
	features
	figurative
	free verse
	implied
	inference
	intonation
	justify
	metaphor
	motive
	narrative poetry
	personification
	persuasive
	plot structure
	presentation
	scene change
	simile

	Vocabulary
	Style
	stanza
	summarise
	theme

10.6

Upper Key Stage 2	Vocabulary
	account
	analogy
	comprehension
	context
	contrast
	cues
	deduction
	effect

	Vocabulary
	genre
	impact
	imagery
	perspective
	stanza
	technique
	viewpoint