Progression of Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 1	• Unit 11 - sh, ch, th • Unit 11 - ck, wh, ng, q/u • Bridging unit /k/ <c k ck> • Bridging unit /ch/<ch tch /wh/ <w wh> • Unit 1: /ae/	• Unit 1: /ae/ • Unit 2: /ee/ • Unit 2: /ee/ Unit 3: spelling /ea/ • Unit 4: /oe/ • Unit 4: /oe/ • Unit 6: /er/	• Unit 6: /er/ • Unit 7 - /e/ • Unit 7 - /e/ • Unit 8: /ow/ Unit 9: spelling/ow/ • Unit 10: /oo/ • Unit 10: /oo/	• Unit 11: /ie/ • Unit 11: /ie/ • Unit 12: /oo/ • Unit 12: /oo/ • Unit 14: /u/ • Unit 14: /u/ spelling /ou/	• Unit 16 /s/ • Unit 16 /s/ Unit 17 spelling < s > • Unit 18/l/ • Unit 18/l/ • Unit 20 /air/ • Unit 20 /air/ • Unit 21 /ue/ Unit 22 <ew>	• Unit 24: /ar/ • Unit 16 /s/ • Unit 16 /s/ Unit 17 spelling < s > • Unit 18/l/ • Unit 18/l/ • Unit 20 /air/ • Unit 20 /air/

- I know the sounds for all 40+ phonemes
- I know how to blend sounds in unfamiliar words containing the Grapheme-Phoneme- Correspondences have have been taught
- I know how read words of more than one syllable using the GPCs I have been taught
- I know how to read common exception words
- I know how to read suffixes -s, -es, -ing, -ed, -er, -est
- I know how to read words with contractions

Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)

- *I will know how to identify / explain key aspects of fiction and non fiction texts*
- *I will know how to retrieve information from a text*
- *I will know how to use knowledge of vocabulary to understand texts*
- *I will know how to infer meaning from a text*
- *I will know how writers make deliberate choices to impact the reader*
- *I will know how to choose and discuss books to read for pleasure*

• **Kippers Toybox** • **Dogger** • **Lost in the Toy Museum**	• **The Storm Whale** • **Mr Gumpy's Outing**	• **Goldilocks and the Three Bears** • **The Runaway Chapati**	• **The Boy Who Sailed the World** • **Lost and Found** • **A First Book of the Sea**	• **Little Red Riding Hood** • **Little Red and The Very Hungry Lion** • **Can We Really Help the Bees?**	• **Tiger Walk** • **The Jungle Book**

- I know the characteristics of fairy stories and traditional tales
- I know how to link what I read and hear read to my own experiences
- I know how to link the meanings of new words to words I already know
- I know how to infer on the basis of what is being said and done

	• I know how to predict what might happen on the basis of what has happened so far					
YEAR 2	• /ae/, /d/, /ee/ • /o/, /ae/, /d/	• /i/,/y/, /oe/,/n/ • /ee/,/i/, /oe/	• /er/,/v/,/m/,/oo/,/n/ • /n/,/n/,/er/,/v/	• /er/,/v/,/m/,/oo/,/n/ • /m/,/oo/,/n/,/j/,/g/	• /m/,/or/,/h/ • /f/,/m/,/or/	• /k/,/r/,/t/,/z/,/eer/ • /h/,/k/,/r/,/t/,/z/,/eer/

YEAR 2 (continued)

- I know how to read accurately by blending the sounds, using graphemes I have been taught
- I know how to recognise alternative graphemes
- I know how to read words of two or more syllables
- I know how to read common suffixes
- I know how to sound out unfamilian words accurately, automatically and without undue hestitation

Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)
- *I will know how to identify / explain key aspects of fiction and non fiction texts*
- *I will know how to retrieve information from a text*
- *I will know how to use knowledge of vocabulary to understand texts*
- *I will know how to infer meaning from a text*
- *I will know how writers make deliberate choices to impact the reader*
- *I will know how to choose and discuss books to read for pleasure*

• **The Secret of Black Rock** - • **The Big Book of the Blue** - • **Dear Greenpeace** • **Somebody Swallowed Stanley**	• **George's Marvellous Medicine** • **Water: Exploring the Science of Everyday Materials** • **Everything Human Body by National Geographic Kids** -	• **Once Upon a Fairytale** • **Little Red Riding Hood** - • **The Proudest Blue** • **The Three Little Pigs and the Big Bad Book** • **Rumaysa** - • **The Wright Brothers: A Kid's Book About Achieving the Impossible (Mini Movers and Shakers)**	• **The Akimbo Adventures** • **Journey** • **100 Rainforest Facts** • **What? Where? Why?**	• **The Rainbow Bear** • **The Last Bear** • **The Bear in the Stars** • **Anthony Brown - Zoo** • **Speeches** • **Polar Bears: Level 2 (National Geographic Readers)**	• **The Illustrated Tales of King Arthur** • **Arthur and the Golden Rope** • **Where? (Jordan Collins)** • **Little People, Big Dreams: Florence Nightingale**

- I know how to discuss the sequence of events and how items of information are related
- I know how non-fiction books are structured in different ways
- I know how to use simple organisational features to find information
- I know how to ask and answer questions about a text
- I know how to use morphology to work out unknown words and link the meanings of new words to words I already know
- I know how to make and explain inferences on the basis of what is being said and done
- I know how to predict what might happen on the basis of what I have read so far

YEAR 3	Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)

	I will know how to identify the intended audience and purpose of a text *I will know how to retrieve information from a text* *I will know how to define the meaning of vocabulary in a text* *I will know how to define the impact of vocabulary choices on the reader* *I will know how to infer meaning from a text* *I will know how to explain and justify my inferences* *I will know how texts work cohesively as a whole* *I will know how writers make deliberate choices to impact the reader* *I will know how to read a range of texts for pleasure and for information*

The Twits **Matilda** **Stone Age Boy** **The Day the Crayons Quit -** **I Was Born In the Stone Age -** Michael Rosen **In the Moonlight -** Yosa Buson	**How to wash a woolly mammoth** **The Boy with the Bronze Axe** **The Small Miracle** **The Pebble in My Pocket** **The Flint -** Christina Rosetti	**Escape from Pompeii** **When the Giant Stirred** **Natural Disasters DIY Manual** **Please Mrs Butler -** Allan Ahlberg	**The Cloud Tea Monkeys** **Mufaro's Beautiful Daughters** **The Three Little Wolves and the Big Bad Pig** **The Thrifty Guide to Ancient Rome** **Clouds -** Christina Rosetti	**The Firework Maker's Daughter** **The Fastest Boy in Boy in the World** **The Story of Tutankhamun -** *specifically, Howard Carter discovering tomb* **Dazzledance -** John Rice	**I Survived the San Francisco Earthquake, 1906** **The Mousehole Cat** **Earth Shattering Events** *Revisit Natural Disasters DIY Manual - earthquake pages* **Sometimesish Sea -** Pauline Stewart

	- I know how to read fluently at 90 words per minute - I know how to decode age appropriate vocabulary - I know how to read a range of stories, poetry, plays and non-fiction silently - I know how to retrieve information from a text: use organisational features to find information (contents, index, subheadings, diagrams) - I know how to apply my knowledge of etymology and morphology to read aloud and understand the meaning of new words - I know the conventions of different types of writing, including themes within stories - I know how to use clues from the text to infer characters' thoughts and feelings from their actions - I know how to predict what might happen from the details stated - I know the main ideas from the a paragraph or section and how to summarise these - I know how language and presentation contribute to meaning
YEAR 4	Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose) *I will know how to identify the intended audience and purpose of a text* *I will know how to retrieve information from a text* *I will know how to define the meaning of vocabulary in a text* *I will know how to define the impact of vocabulary choices on the reader* *I will know how to infer meaning from a text* *I will know how to explain and justify my inferences* *I will know how texts work cohesively as a whole* *I will know how writers make deliberate choices to impact the reader*

	● *I will know how to read a range of texts for pleasure and for information*					

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	● **The RainPlayer** ● **The Great Kapok Tree** ● **Lonely planet guides: South America** ● **Deadly 60** ● **Autumn Gilt-** Vale	● **Journey to the River Sea** ● **The Race to the Frozen North** ● **Polar Bear Explorer's Club** ● **Shackleton's Journey** ● **The Sound Collector-** Roger McGough	● **Beowulf (***Kevin Crossley-Holland***)** ● **Beowulf (***Michael Morpurgo***)** ● **1066 I was There** ● **Arthur the Always King** ● **Lost Gloves -** Gerard Benson	● **The Nowhere Emporium -** ● **The Lion, The Witch and the Wardrobe** ● **History of the World in 25 cities** ● **We Refugees –** Benjamin Zephaniah	● **Gaslight** ● **Oliver Twist** ● **Street Child** ● **You Wouldn't Want to Be a Victorian Miner!** ● **What is the Sun? (Metaphor poem)–** Wes Magee	● **The Secret Garden** ● **Flotsam** ● **The Wilderness Wars** ● **The Big Picture, Living Habitats** ● **City Jungle-** Pie Corbett

- I know how to read fluently at 100 words per minute
- I know how to decode age appropriate vocabulary
- I know how to read a range of stories, poetry, plays and non-fiction structured in different ways both silently and aloud using intonation, tone and volume

- I know how to retrieve information from texts structured in a range of ways: use skimming and scanning techniques for key words to find specific information
- I know how to define the meaning of vocabulary in a text through etymology, morphology and clues from the text around it
- I know how to infer characters' thoughts, feelings and motives from their actions
- I know how to explain and justify my inferences with evidence from the text
- I know how to predict what might happen from the details stated and implied
- I know the main ideas drawn from more than one paragraph and how to summarise these
- I know how language, structure and presentation contribute to meaning

YEAR 5

Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)
- *I will know how to identify the intended audience and purpose of a text*
- *I will know how to retrieve information from a text*
- *I will know how to define the meaning of vocabulary in a text*
- *I will know how to define the impact of vocabulary choices on the reader*
- *I will know how to infer meaning from a text*
- *I will know how to explain and justify my inferences*
- *I will know how texts work cohesively as a whole*
- *I will know how writers make deliberate choices to impact the reader*
- *I will know how to read a range of texts for pleasure and for information*

● **Hidden Figures** ● **The Many Worlds of Albie Bright** ● **War of the Worlds** ● **Sky-Artist -** Grace Nichols	● **Who Let the Gods Out** ● The **Greek Myths** ● **Percy Jackson and the Lightning Thief** ● **In Flanders Fields -** John McRae	● **Stitched Up** ● **Boys Without Names** ● **Odd and the Frost Giants** ● **The Highwayman –** Alfred Noyes	● **Riddle of the Runes** ● **Viking Boy** ● **Here Lies Arthur** ● **Junk- the Story of Jasper O'Leary** -Kirk Hendry	● **River Boy** ● **Flood** ● **Floodland** ● **Leave the Whales Alone Please** - Tony Bradman	● **Unbound** ● **Freedom -** Catherine Johnson ● **Henry Cole -** Unspoken ● **Windrush Child** ● **She Persisted: Harriet Tubman**

						● **The Immigration Trap** - John Foster

- I know how to read fluently at 110 words per minute
- I know how to decode and pronounce age appropriate vocabulary with automaticity
- I know how to read a range of texts structured in different ways for a range of purposes

- I know how to define and understand the meaning of vocabulary in a text through etymology and morphology
- I know how to dsitiguish between statements of fact and opinion
- I know how to retrieve, record and present information from non-fiction reading
- I know how to discuss and evaluate how authors use language to impact on the reader
- I know how language, structure and presentation contribute to meaning
- I know how to summarise the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
- I know how to infer characters' thoughts, feelings and motives from their actions and what they say
- I know how to explain and justify my inferences with evidence from the text
- I know how to compare characters, settings, themes and conventions
- I know how to compare different accounts of the same event

YEAR 6

Using the texts listed below - the text mapping demonstrates increasing complecxity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)

- *I will know how to identify the intended audience and purpose of a text*
- *I will know how to retrieve information from a text*
- *I will know how to define the meaning of vocabulary in a text*
- *I will know how to define the impact of vocabulary choices on the reader*
- *I will know how to infer meaning from a text*
- *I will know how to explain and justify my inferences*
- *I will know how texts work cohesively as a whole*
- *I will know how writers make deliberate choices to impact the reader*
- *I will know how to read a range of texts for pleasure and for information*

● **Darwin's Dragons** ● **The Explorer** ● **Who was Charles Darwin?** ● **The Ways of the Wolf** ● **Dragonology** ● **Tyger, Tyger** - William Blake - ● **The Language of Cat** - Rachel Rooney	● **No Ballet Shoes in Syria** ● **The Boy at the Back of the Class** ● **The Journey** ● **The Island** ● **Instructions** ● **The Raven**- Edgar Allen Poe ● **Talking Turkeys -** Benjamin Zephaniah	● **When the Sky falls** ● **Goodnight Mr Tom** ● **Witness accounts from Blitz** ● **We are at war speech/ Winston Churchill's speech -** ● **Dulce et Decorum Est -** Wilfred Owen	● **The Diary of Anne Frank** ● **Rose Blanche** ● **Number the Stars** ● **The Graveyard Book** ● **Biography of Nicholas Winton – kindertransport** ● **Macmillan's Winds of Change Speech** ● **The Butterfly -** Pavel Friedmann	● **Can You See Me?** ● **Pig Heart Boy** ● **Blood uk** ● **Illuminatonomy** ● **Your Hardworking Heart and Spectacular Circulatory System (Your Brilliant Body!)** ● **The Smuggler's Song -** Rudyard Kipling ● **If –** Rudyard Kipling	● **King of Shadows** ● **Macbeth (Shakespeare original play)** ● **Macbeth (Leon Garfield Shakespeare Stories)** ● **Macbeth United** ● **Richard III** ● **What's So Special About Shakespeare?** ● **A Review of a Midsummer Night's Dream at the Globe**

					• **When Shall We Three Meet Again -** William Shakespeare - • **Oh the Places you'll go -** Dr Seuss

- I know how to read fluently at 120 words per minute
- I know how to decode and pronounce age appropriate vocabulary with automaticity
- I know how to read widely for sustained periods, for pleasure and for information

- I know how to retrieve information from a text using the organisational features, skimming and scanning
- I know how to explore the meaning of words in context
- I know how to understand nuances in vocabulary choice and age appropriate academic vocabulary
- I know how to explain and discuss my reading through making recommendations and presentations
- I know how language, structure and presentation contribute to meaning in a range of texts, intended audiences and purposes
- I know how to discuss and evaluate how authors use language to impact on the reader with precision
- I know how to infer characters' thoughts, feelings and motives from their actions, what they say and how they say this
- I know how to explain and justify my inferences with reasoned justifications for my views
- I know how to compare authorial choices, themes and conventions across a wide range of texts
- I know how to compare characters and viewpoints of authors and fictional characters
- I know how to compare different accounts of the same event within the same text and between texts