



"We believe, we achieve, we succeed in God's family"

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

Reading Knowledge and Skills Progression Overview

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss

<p>Intent</p>	<p>Teaching of reading, both the technical aspects of decoding language and developing the ability to understand complicated texts is one of the most important aspects of school life here at St Mary's C of E Primary as reading broadens our understanding of the world through being able to read about different ideas, ways of life and beliefs. Reading means that we add to our store of knowledge but also engage in conversations about the purpose and meaning of life. It is vital that every child learns to be a competent, confident reader if they are to access the wider curriculum and ultimately achieve well in later life. Hence at St Mary's C of E Primary we want our children to leave school with a love of reading. At St Mary's, we want to empower our children, through reading, to become confident communicators and to develop culturally, emotionally, intellectually, socially and spiritually. Our curriculum ensures academic excellence and intellectual curiosity for all at St Mary's. This challenging curriculum is accessible to the diverse socioeconomic, cultural and neurodiverse backgrounds at St Mary's C of E Primary School and that will maximise the development of every child's ability and achievement in the area of reading. Frequent exposure to and exploration of high-quality children's literature is a vital part of this development. Reading is also an important tool for enabling children to acquire knowledge and build on what they already know. Reading underpins accessibility to all other learning. Through our Reading Curriculum, we aim to promote high standards of literacy and language by equipping children with a strong command of the English language, thus empowering them to access and enjoy the full curriculum offer. Reading is a habit which needs to be grounded in all that we do at school in order to build secure relationships with reading that last a lifetime.</p>
<p>Implementation</p>	<p>Early reading implementation is aligned to the EEF 'Improving Literacy' recommendations and focuses on three key approaches:</p> <ul style="list-style-type: none"> ● Prioritise the development of communication and language ● Use a balanced approach to early reading ● Effectively implement a systematic phonics programme <p>Prioritise the development of communication and language Communication and language are a huge priority in early years, especially for children from disadvantaged backgrounds.</p> <p>Vocabulary progression is identified within topics to develop and reinforce high-quality language needed for both spoken communication and to ensuring children can comprehend and infer texts they read to a high level.</p> <p>Daily teaching of vocabulary: This occurs in English lessons and in other subjects. Knowledge of word is broadened and deepened through constant encounters which allow pupils to get a 'feel' for how a word is used and what it means. Vocabulary is given daily attention and is taught in context.</p>

Use a balanced approach to early reading

Using a balanced approach, we are able to teach comprehension and decoding at the same time. We can give children interesting questions to consider about the books they read. Book-focused interactions support children to develop the wide range of reading skills they will need. Our reading approach includes:

Four step reading approach: children need repetitive opportunity to develop decoding, prosody and fluency, as well as comprehension. When reading with children independently or in small groups we encourage a four step approach of:

- **Read once** for decoding
- **Read a second time** for prosody
- **Read a third time** for fluency
- **Read a fourth time** for understanding

Through shared and guided reading opportunities: Early reading strategies support the development of comprehension through adult modelled and scaffolded comprehension and inference, children making inferences with support from adults, adult planned tasks for peer modelled and support and independent of an adult, peer supported inferences (e.g. book areas, reading buddies, books in the continuous provision).

The Daily Read: It takes place daily in every class with an adult modelling reading for pleasure.

Independent reading: Teachers make ample opportunity for children to free-read without overly monitoring and directing their reading. This allows children free exploration and agency of their reading; helping them to develop positive and self-motivated attitudes towards reading.

Book borrowing: All children have access to the school library where they can browse and borrow from a wide range of literature, largely informed by pupil voice. Children visit once a week as part of their reading lessons. Class teachers also have class book corners, designed by the children, which provide additional opportunities for independent book browsing and borrowing.

Reading Champions: Every class has a parent who comes in weekly to hear pupils read.

Secret Reader: Once a half-term a ‘Secret Reader’ surprises YR-3

Effectively implement a systematic phonics programme

Timetabled Phonics Teaching: Regular planned sessions in line with our curriculum in EYFS and KS1. Further targeted teaching takes place for pupils who need support in KS2. Early reading is supported through Pearson’s Bug Club Phonics Scheme. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading.

Regular events such as Roald Dahl Day, World Book Week, Sponsored Read, Scholastic Book Fair and the Summer Reading Challenge are used to build on children’s positive attitudes towards reading.

Impact	The successful approach at St Mary’s C of E Primary School results in a flourishing culture of reading for pleasure across the school, alongside the high quality teaching of reading which provides children with the integral life skill of literacy. Exposure to a wide range of high quality children’s literature will ensure that children also develop culturally, intellectually, emotionally and socially. This combination of passion, skill and knowledge will result in life-long positive relationships with reading for all of our children. Every child will read confidently and fluently and will be equipped for all the potential reading they will be exposed to throughout their secondary education and future lives.
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National Curriculum Requirements

EYFS

Communication & Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

KS1

Word Reading

Pupils should 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
- re-read these books to build up their fluency and confidence in word 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:

	<ul style="list-style-type: none"> • 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 <p>Participate 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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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KS2

Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>
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By the end of EYFS children should be able to...

ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Language Comprehension	ELG: Word Reading
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They should be able to make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	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.

Working at the expected standard, by the end of Year 2 children should be able to...

Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode quickly and accurately. 	<ul style="list-style-type: none"> • Fully engage with reading and take pleasure from books and texts.

<ul style="list-style-type: none"> • Decode alternative sounds for graphemes. • Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. • Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. • Read most words without overtly segmenting and blending, once they are familiar. • Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. • Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. • Show understanding of texts read independently; self-correct. • Know and retell a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books, and how items of information are related. • Make inferences on the basis of what is said and done; predict according to what has been read so far. • Discuss and express views about a range of non-fiction texts which are structured in different ways. • Discuss and clarify the meaning of new words; discuss favourite words and phrases. • Recognise simple recurring literary language in stories and poetry. • Recite a repertoire of poems learnt by heart, using appropriate intonation.
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Working at the expected standard, by the end of Year 6 children should be able to...

Word Reading	Comprehension
<ul style="list-style-type: none"> • Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> • Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. • Show familiarity with different text types which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. • Recommend books to others, giving reasons for their choices; state preferences. • Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. • Demonstrate that they have learned a wide range of poetry by heart. • Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. • Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. • Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. • During discussion, ask pertinent questions to enhance understanding. • Make accurate and appropriate comparisons within and across different texts. • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Distinguish between fact and opinion.

- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

Enrichment experiences (this list is not exhaustive)

Visits to the local library

Library bus visit to school

Author visit

Roald Dahl Day

World Book Week

Sponsored Read

Scholastic Book Fair

Summer Reading Challenge

The Secret Reader

Reading buddies across the school

Access to authors such as Michael Rosen through The Essex Year of Reading scheme (virtually)

Books, biscuits and blankets with families during the summer term

Reading Champions in school

Trust Poetry Slams

Pupils leading Collective Worship and sharing bible stories

READING SKILLS PROGRESSION MAP

DECODING – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

	GPCs develop some fluency and expression, pausing at full stops (extra)	read most words quickly & accurately without overt sounding and blending				
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RANGE OF READING – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express 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	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>

FAMILIARITY WITH TEXTS – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>

and events (images and text). (LIT)						
To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)						

POETRY AND PERFORMANCE – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	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	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	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	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

WORD MEANINGS – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about elements of a topic using newly introduced vocabulary (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read

UNDERSTANDING – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information	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	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	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding

Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
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INFERENCE – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

PREDICTION – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied

AUTHORIAL INTENT – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language,	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language,

			presentation contribute to meaning	presentation contribute to meaning	including figurative language and consider the impact on the reader	including figurative language and consider the impact on the reader
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NON-FICTION – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts

DISCUSSING READING – children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>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</p>	<p>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</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>

some facts with increasing explanation and vocabulary in response to questions.						
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DRIVER TEXTS CYCLE A	Years 1 & 2 – 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Julia Donaldson texts – one per week	Handa's Surprise The Magic Paintbrush	George's Marvellous Medicine Charlie & the Chocolate Factory (visual literacy new film)	Dinosaurs Love Underpants by Claire Freedman Tyrannosaurus Drip by Julia Donaldson	Traditional & Fairy Tales Goldilocks Little Red Riding Hood The Three Little Wolves and the Big Bad Pig	Journey by Aaron Becker Little People, Big Dreams by Katherine Johnson
	Years 3 & 4 - 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stig of the Dump by Clive King	Farm Boy by Michael Morpurgo	Dick King-Smith Texts Water Horse Sheep Pig Hodgeheg		The Firework Maker's Daughter by Philip Pullman	The Boy who Grew Dragons by Andy Shepherd
	Years 5 & 6 – 2023/24					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Lion, The Witch and The Wardrobe by C.S. Lewis Noah's Arc	War Horse by Michael Morpurgo	Everest by Alexandra Stewart	Clockwork by Philip Pullman Hacker by Malorie Blackman	Harry Potter and the Philosopher's Stone by J.K. Rowling	Percy Jackson and the Olympians by Rick Riordan Percy Jackson and the Lightening Thief
	DRIVER TEXTS CYCLE B	Years 1 & 2 – 2023/24				
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster The Colour Monster Starts School Jack and the Beanstalk		The Story of Rama & Sita Baker's Boy and the Great Fire of London by Tom Bradman	The Man on the Moon by Simon Bartram Beegu by Alexis Deacon	The Queen's Knickers by Nicholas Allen We completely must go to London by Lauren Child	The Tiger Who Came to Tea by Judith Kerr Meerkat Mail by Emily Gravett (journey) Creation Stories from different religions	Lost & Found by Oliver Jeffers The Lighthouse Keeper's Rescue BBC Teach – Life and Work of Grace Darling
Years 3 & 4 - 2023/24						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sam Wu is not Afraid of Sharks by Katie & Kevin Tsang Terrible Tudors (Horrible Histories)		Private Peaceful by Michael Morpurgo	Spaceboy by David Waiiams Ask an Astronaut: My Guide to Life in Space by Tim Peake	Myths & legends Explore graphic novels by Marcia Williams	Iron Man by Ted Hughes	The Magic Faraway Tree by Enid Blyton
Years 5 & 6 – 2024/25						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FaRther by Grahame Baker-Smith Around the World in Eighty Days by Jules Verne		Friend or Foe by Michael Morpurgo Survivors of the Holocaust Author: Kath Shackleton	Animal Farm by George Orwell	Journey to the River Sea by Eva Ibbotson	Wonder by R. J. Palacio I am not a label by Carrie Burnell	Holes by Louis Sachar The Highwayman by Alfred Noyes



Quality Texts – Power of Reading Text Selection

This is a selection of quality texts that pupils will encounter throughout the curriculum. This is not exhaustive. It has been carefully selected using Pie Corbett’s Reading Spine, the CLPE Power of Reading Text suggestions as well as our pupil voice. These are mapped by year group as a guide to encourage children to read for pleasure and support teachers with their choices for the Big Read. Some of these quality texts are also mapped to the curriculum but the curriculum is enriched with other texts depending on the cohort and creative theme. This document is reviewed regularly.

EYFS						
Contemporary Fiction	Classic Texts and Modern Classics	Building Reading Stamina	Picturebooks	Traditional Tales	Poetry	Non-Fiction
Aaarrggh! Spider Anna Hibiscus’ Song Stanley’s Stick What the Ladybird Heard Hickory Dickory, DOG A New House for Mouse The Everywhere Bear Lulu Gets a Cat Astro Girl Alphonse, There’s Mud on the Ceiling! Errol’s Garden	Owl Babies So Much Handa’s Surprise We’re Going on a Bear Hunt The Gruffalo Happy Birthday, Maisy The Train Ride Hooray for Fish	On Sudden Hill Biscuit Bear The Bog Baby Billy’s Bucket I will not ever NEVER eat a tomato Ruby’s Worry The Girl With the Parrot on Her Head	Oh No, George! Splash! Anna Hibiscus Augustus and his Smile Bedtime for Monsters Blue Penguin Emily Brown & the Thing Naughty Bus Puffin Peter How to Find a Fruit Bat Knuffle Bunny A Brave Bear	The Leopard’s Drum No Dinner The Gigantic Turnip The Runaway Chapati The Old Woman and the Pumpkin Please Mr Magic Fish	A Great Big Cuddle Here’s a Little Poem Tanka, Tanka, Skunk My Very First Mother Goose Big Green Crocodile Zim Zam Zoom	Yucky Worms Surprising Sharks Our Very Own Dog Beware of the Crocodile My Pet Goldfish

Years 1 and 2						
Contemporary Fiction	Classic Texts and Modern Classics	Building Reading Stamina	Picturebooks	Traditional Tales	Poetry	Non-Fiction
Bob, Man on the Moon The Snail and the	The Jolly Postman Grace and Family Where the Wild	Rabbit and Bear: Rabbit’s Bad Habits Claude in the City	Beegu How to Find Gold The Fox and the	Pattan’s Pumpkin Lila and the Secret of Rain	Poems to Perform The Puffin Book of Fantastic First	Ten Things I Can do to Help My World One Day on Our

Whale The Dark Look Up! Halibut Jackson Orion and the Dark Augustus and His Smile The Lonely Beast Ossiri and the Bala Mengro The Bee Who Spoke The Last Wolf Mini Rabbit Not Lost	Things Are The Hodgeheg Olga da Polga The Adventures of Egg Box Dragon	Anna Hibiscus The Magic Finger The Diary of a Killer Cat The Princess and the White Bear King Nikhil and Jay Save the Day	Star Wild I Want my Hat Back The Storm Whale Traction Man is Here Leaf If All the World Were... The Secret of Black Rock The Secret Sky Garden Between Tick and Tock	The Story Tree Rapunzel Zeraffa Giraffa The Robot and the Bluebird A Necklace of Raindrops	Poems Out and About: A First Book of Poems The Dragon with the Big Nose Blue Balloons and Rabbit Ears Thinker: My Puppy Poet and Me The Proper Way to Meet a Hedgehog	Blue Planet One Night, Far From Here The Emperor's Egg Moth Hummingbird Winter Sleep
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Years 3 and 4						
Contemporary Fiction	Classic Texts and Modern Classics	Building Reading Stamina	Picturebooks	Traditional Tales & Twists	Poetry	Non-Fiction
Leon and the Place Between Mouse, Bird, Snake, Wolf Oliver and the Seawigs Ice Bear The Lost Happy Endings The Wolf's Footprint Pugs of the Frozen North The Boy at the Back of the Class Danny Chung Does	Krindlekrax Charlotte's Web Moon Man Ice Palace Tom's Sausage Lion I Was a Rat The Enchanted Horse The Mousehole Cat The Stone Mouse Storm Lob The Iron Man (Illustrated)	Varjak Paw Noah Barleywater Runs Away The Wild Robot The Miraculous Journey of Edward Tulane	Into the Forest Gregory Cool Ug, Boy Genius of the Stone Age The Tin Forest Gorilla The Green Ship Belonging Jemmy Button The King Who Banned The Dark Leon and Bob Arthur and the Golden Rope La Mariposa King of the Sky	African Folktales Fly Eagle, Fly! Pea Boy Tales of Wisdom and Wonder The Lion and the Unicorn The Village that Vanished Firebird Tales Told in Tents The Frog Prince, Continued The Tinderbox Quill Soup	Hot Like Fire Werewolf Club Rules A Nest Full of Stars The Sun is Laughing Bright Bursts of Colour A Kid in my Class Michael Rosen's Big Book of Bad Things Bookside Down Cherry Moon My Life As A Goldfish Midnight Feasts Poetry Pie	Pebble in my Pocket Libba: The Magnificent Musical Life of Elizabeth Cotten The Great Kapok Tree Wolves One Plastic Bag The Bluest of Blues

Not Do Maths			The General The Little Island	How the Stars Came to Be	Jelly Boots, Smelly Boots Where Zebras Go Moon Juice Stars With Flaming Tails	
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Years 5 and 6						
Contemporary Fiction	Classic Texts and Modern Classics	Building Reading Stamina	Picturebooks	Traditional Tales	Poetry	Non-Fiction
A Boy and a Bear in a Boat Floodland Cosmic Stormbreaker Corey's Rock The London Eye Mystery There's a Boy in the Girl's Bathroom The Savage The Song From Somewhere Else Pax Running on Empty Runaway Robot Where Do You Go, Birdy Jones? Twitch My Big Mouth	Clockwork Journey to the River Sea Macbeth Street Child Wolf Brother Goodnight Mr Tom The Midnight Fox Treason Tom's Midnight Garden The Silver Donkey Fire, Bed and Bone Harry Miller's Run	Skellig If You Find This Rooftoppers The Last Wild Stay Where You Are and Then Leave	The Journey The Princess' Blankets The Viewer Varmints Way Home Rose Blanche The Matchbox Diary The Promise The Dam Fox Town is by the Sea Ride the Wind	The Adventures of Odysseus Seasons of Splendour East o' the Sun and West o' the Moon Just-So Stories 1001 Arabian Night Tales from the Caribbean	Cosmic Disco Love That Dog Locomotion Sensational! Sheep Don't Go to School The Highwayman The Lady of Shalott Carnival of the Animals Dark Sky Park Dancing in the Rain Falling Out of the Sky Wonderland Booked The Rainmaker Danced Rhythm and Poetry Poems the Wind Blew In Overheard in a Tower Block	Ice Trap Shackleton's Journey Mama Miti Suffragette: The Battle for Equality