



Reading – whole school map

EYFS

Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Superstar Me! Real Life Superheroes!	Sparkle and Shine	Tickets Please?	What a Wonderful World!	Eggs and Legs	Once Upon a Time...
Core and enrichment texts: *this is a selection of those experienced by children in EYFS	-Colour Monster -What makes me, ME? -George's Dragon at the Firestation -Wanted! Ralphy Rabbit book burgler -Hairy Mclary Rumpus at the Vet -Awesome ambulances -Emergency services non-fiction books	-Pumpkin Soup -After the Storm -The Leaf Thief -Sparks in the Sky -Dipal's Diwali -Stickman -Stinky Sprouts -Pick a Pine Tree	-The Naughty Bus -London Calls! -Katie in London -Pussycat, Pussycat where have you been? -The Queen's Hat -A Walk in Paris -The Great Race -Maps and atlases	-Farmer Duck/ Farmyard Hullabaloo -What the Ladybird Heard -Meet the planets -Man on the Moon -The Smeds and the Smoos	-The Egg -Gigantosaurus -Bumpus Jumpus -Dinosaurumpus -Growing Frogs -The Very Hungry Caterpillar -Non-fiction texts	-Jack and the Beanstalk -Jasper's Beanstalk -The Three Little Pigs -Goldilocks and the Three Bears -Gingerbread Man
<i>Phonics scheme: Anima phonics.</i>	Phase 2: GPCs: p, a, t, l, n, ch, s, ee, m, ar, e, c, k, d, o, sh, g, ck, u, b, ng, oa Phase 3: GPCs: r, h, or, f, oo (short), oo (long), l, ai, w, eigh, th (voiced), th (unvoiced), ear, j, ow, ur, y, oi, z, v, air, x, qu, ue		Phase 4: ff, zz, ll, ss, ck, ar, or, oo, ear, ng, ur ccvc and cvcc words.		Phase 5a: 'schwa', ai, ay, ee, ea, igh, ie, ue, ew, oa, ow	
<i>Book band colours (by the end of the term)</i>	Pink		Red 6/7		Red 10	

Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key texts	    <ul style="list-style-type: none"> Supertato series 	     <ul style="list-style-type: none"> "Oi" series 	     	    	 <ul style="list-style-type: none"> Other Eric Carle books eg. <ul style="list-style-type: none"> The Bad-Tempered Ladybird The Very Quiet Cricket 	    
Phonics focus	Recap Phase 3 and 4 and Phase 5b a_e, i_e, o_e, e_e, u_e, ir, oy, aw, au, ou,		Phase 5c nk, ph, wh, -ve, -tch, ore, are, oe, -y, ea, ie		Phase 6a ear, er, contractions, k, compound words, un, s/-es, -ing, -ed, -er, -er/-est	

National curriculum statements

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 read 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, taking turns and listening to what others.
- Explain clearly their understanding of what is read to them.

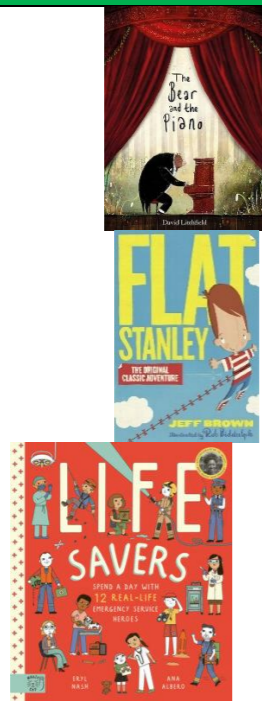
Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known • Draw upon knowledge of vocabulary in order to understand the text. • Join in with predictable phrases • Use vocabulary given by the teacher. • Discuss his/her favourite words and phrases. 	<ul style="list-style-type: none"> • Children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text. • Discuss the significance of the title and events. • Demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far in terms of story, character and plot. • Make simple predictions based on the story and on their own life experience. • Begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Give my opinion including likes and dislikes (not necessarily objective). • Link what they read or hear to their own experiences. • Explain clearly my understanding of what has been read to them. • Express views about events or characters 	<ul style="list-style-type: none"> • Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. • Recognize characters, events, titles and information. • Recognize differences between fiction and non-fiction texts. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • Retell familiar stories orally e.g fairy stories and traditional tales. • Sequence the events of a story they are familiar with. • Begin to discuss how events are linked.

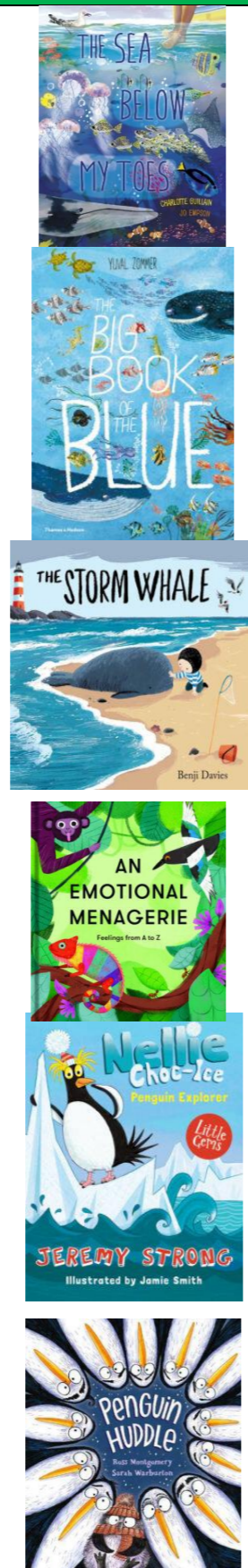
Year 2

Key Texts

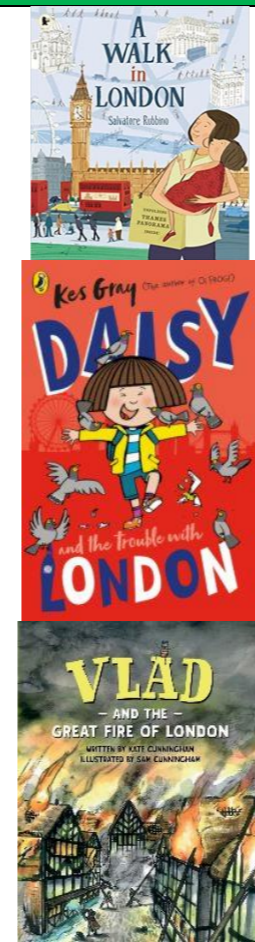
Autumn Term 1



Autumn Term 2



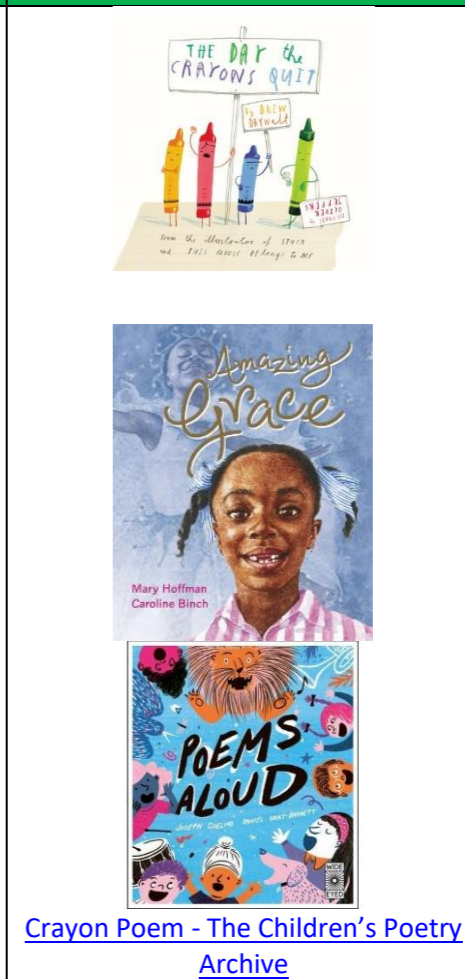
Spring Term 1



Spring Term 2



Summer Term 1



Summer Term 2



National curriculum statements

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.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.
- 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.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words; link new meanings to known vocabulary. • Discussing their favourite words and phrases. • Recognise some recurring language in stories and poems. 	<ul style="list-style-type: none"> • Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support, to pick up on subtler references. • Answering and asking questions and modifying answers as the story progresses. • Use pictures or words to make inferences 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read in terms of plot, character and language so far. • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Express my own views about a book or poem. • Discuss some similarities between books. • Listen to the opinion of others 	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions. • Draw on previously taught knowledge. • Remember significant event and key information about the text that they have read. • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read. 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story.

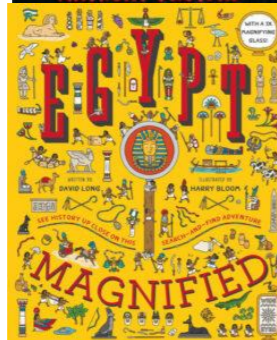
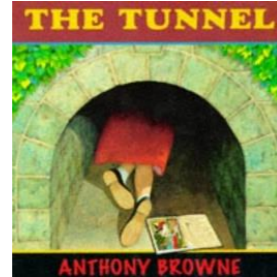
Year 3

Key Texts

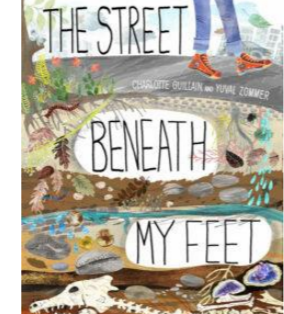
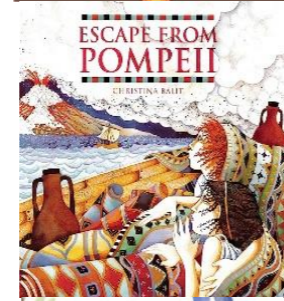
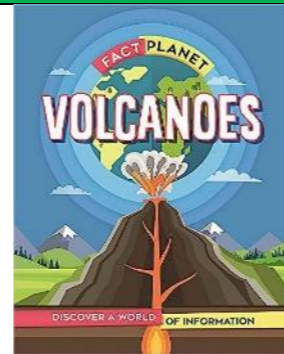
Autumn Term 1



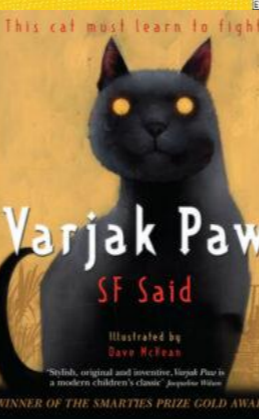
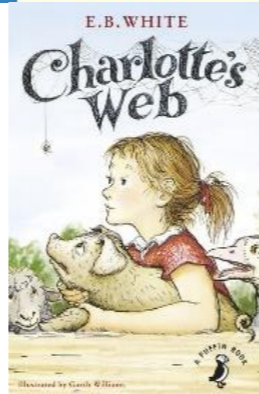
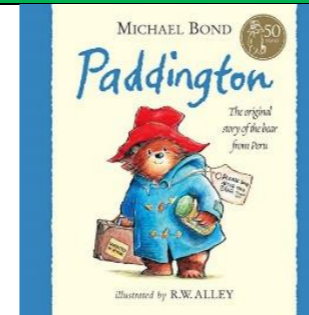
Elf Road – Pie Corbett



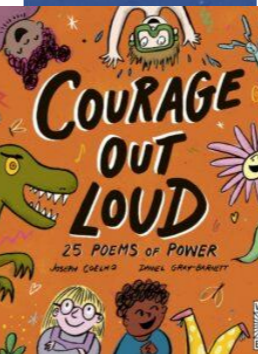
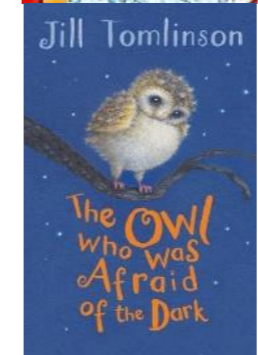
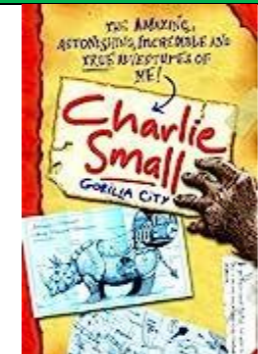
Autumn Term 2



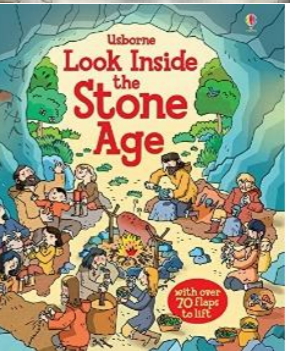
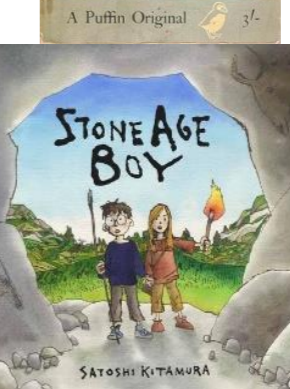
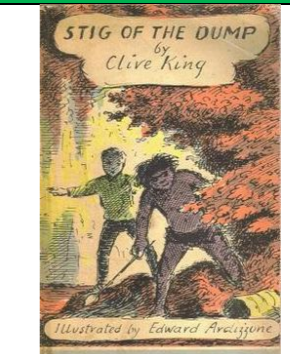
Spring Term 1



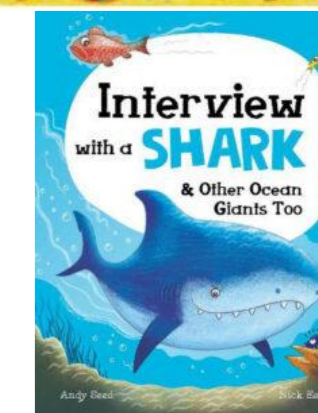
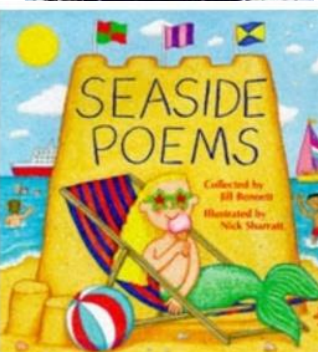
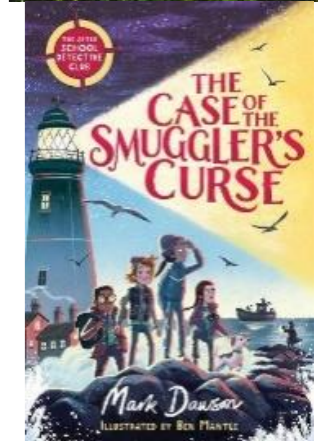
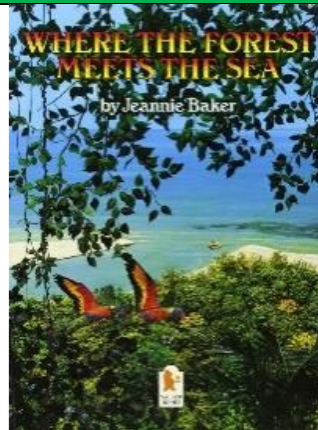
Spring Term 2



Summer Term 1



Summer Term 2



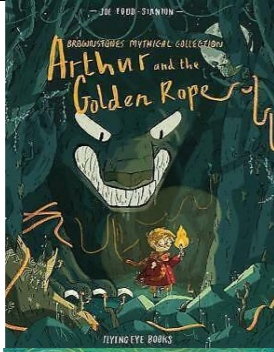
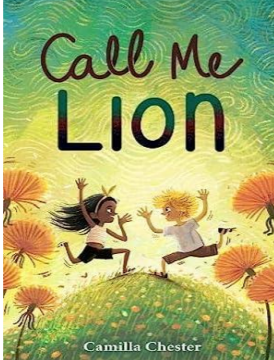
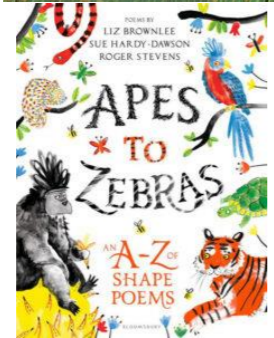
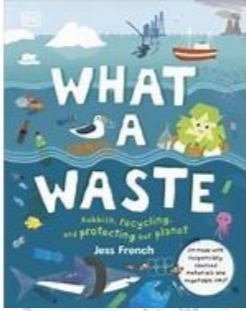
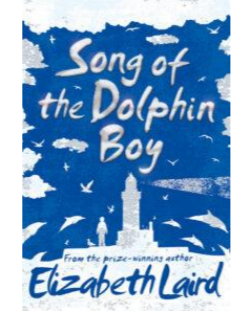

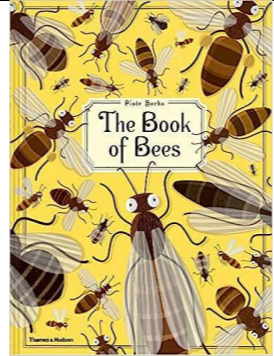

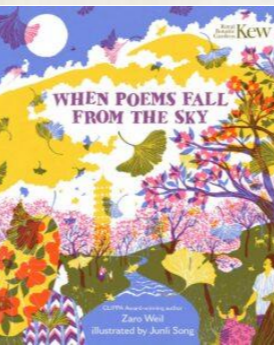
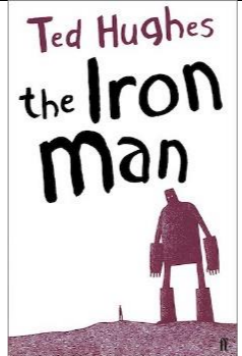
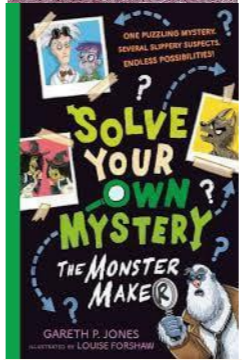
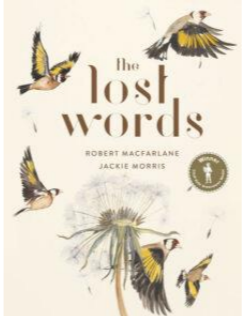

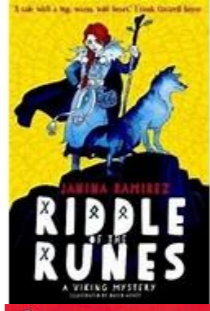
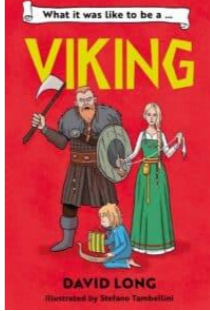
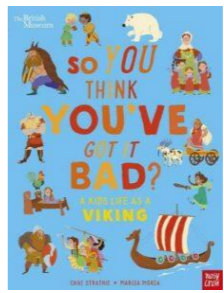
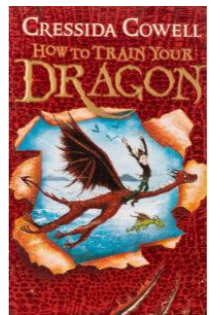
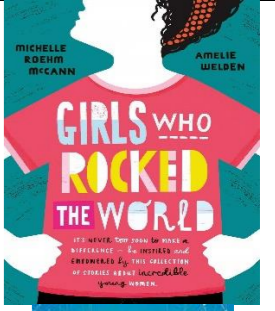

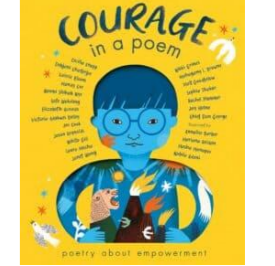
National curriculum statements

- Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.
- 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.
- 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 one paragraph and summarising these.
- 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.

Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read • Discuss words that capture the readers interest or imagination • Identify how language choices help build meaning • Find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • Children can infer characters' feelings, thoughts and motives from their stated actions. Jjustify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Make inferences about actions or events 	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. 	<ul style="list-style-type: none"> •Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. •Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. •Recognise authorial choices and the purpose of these. 	<ul style="list-style-type: none"> • Use contents page and subheadings to locate information. • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Identifying main ideas drawn from a key paragraph or page and summarising these. • Begin to distinguish between the important and less important information in a text. • Give a brief verbal summary of a story. • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books. • Make simple notes from one source of writing.

Year 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts	  	  	  	   	   	  

National curriculum statements

- Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.
- 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.
- 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 one paragraph and summarising these.
- 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.

Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read. • Use a thesaurus to find synonyms. • Discuss why words have been chosen and the effect these have on the reader. • Explain how words can capture the interest of the reader. • Discuss new and unusual vocabulary and clarify the meaning of these. • Find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text. • Use more than one piece of evidence to justify their answer. 	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language, structure, and presentation contribute to meaning. • Recognise authorial choices and the purpose of these. 	<ul style="list-style-type: none"> • Confidently skim and scan texts to record details. • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identifying main ideas drawn from more than one paragraph. • Identify themes from a wide range of books. • Summarise whole paragraphs, chapters or texts. • Highlight key information and record it in bullet points, diagrams, maps etc

Year 5

Key Texts

Edb

National curriculum statements

Maintain positive attitudes to reading and 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.
- Learning a wider range of poetry by heart.
- Making comparisons within and across books.
- 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 one 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'.

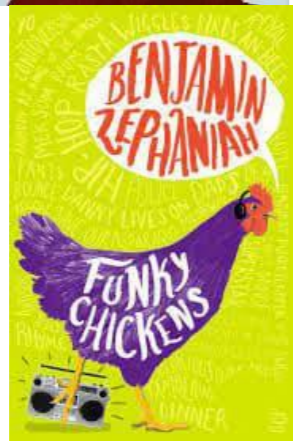
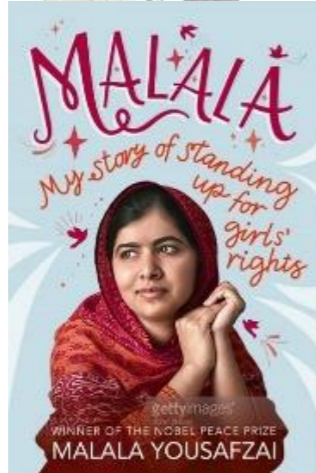
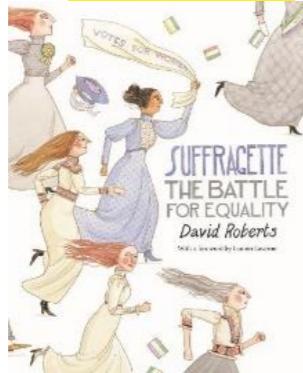
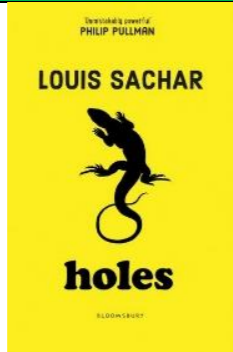
Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • Explore the meaning of words in context, confidently using a dictionary. • Discuss how the author's choice of language impacts the reader. • Evaluate the authors use of language. • Investigate alternative word choices that could be made. • Begin to look at the use of figurative language. • Use a thesaurus to find synonyms for a larger variety of words. • Re-write passages using alternative word choices. • Read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states. • Use figurative language to infer meaning. • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text.. 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Provide increasingly reasoned justification for my views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Begin to distinguish between fact and opinion. • 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. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make connections between information across the text and include this is an answer. • Discuss the themes or conventions from a chapter or text. • Identify themes across a wide range of writing

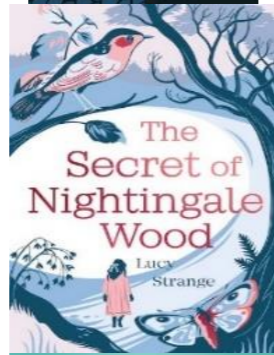
Year 6

Key Texts

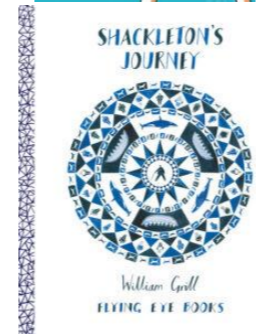
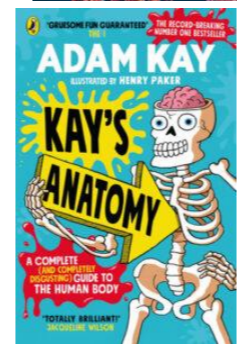
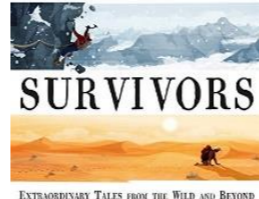
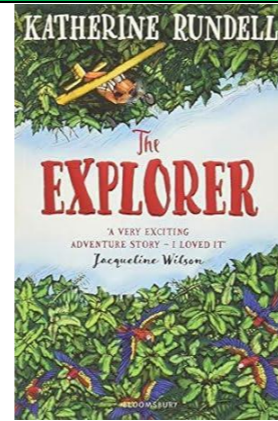
Autumn Term 1



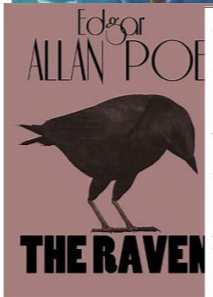
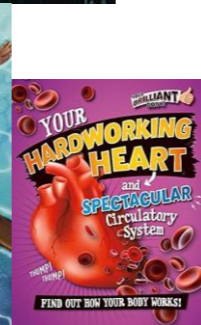
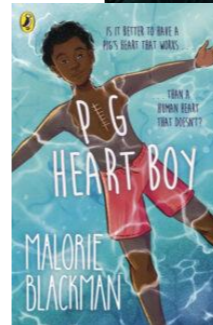
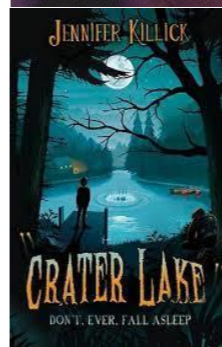
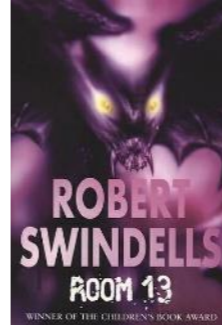
Autumn Term 2



Spring Term 1



Spring Term 2



Jabberwocky
Lewis Carroll (Charles Lutwidge Dodgson)

"Twas brillig, and the slithy toves
Did gyre and gimble in the woves;
All mimsy were the borogoves,
And the mome raths grabe."

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand,
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

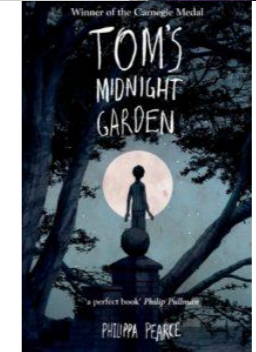
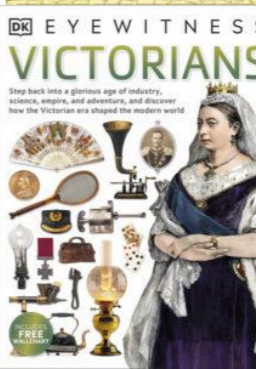
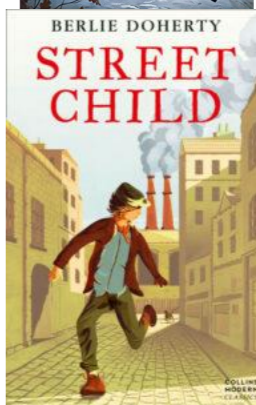
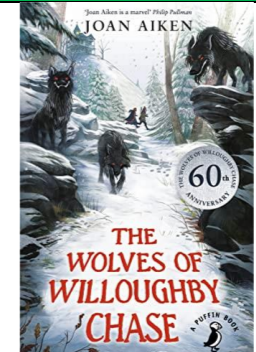
And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the ogre wood,
And flambled in its rage.

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
So he fellopped, and with his fell
He mopped it with a flick.

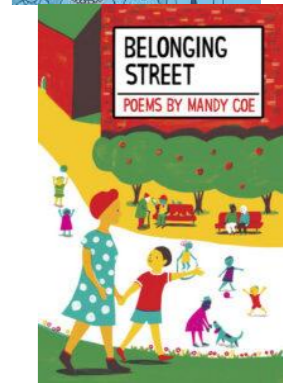
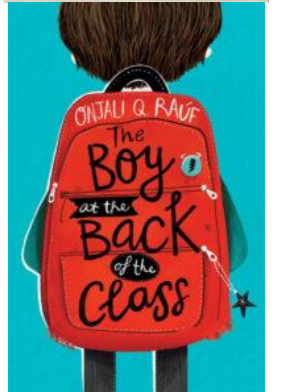
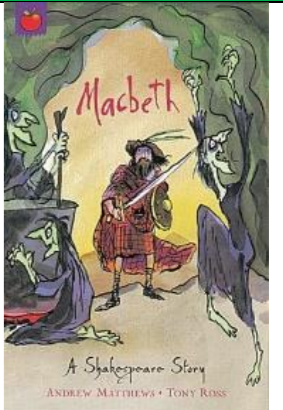
"And hast thou slain the Jabberwock?
Come to my arms, my shambling brood!
To-morrow do I dine with a King!
He shall be my guest, to sup with a King!"
So declared the boy.

"Twas brillig, and the slithy toves
Did gyre and gimble in the woves;
All mimsy were the borogoves,
And the mome raths grabe."

Summer Term 1



Summer Term 2



National curriculum statements

maintain positive attitudes to reading and 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.
- Learning a wider range of poetry by heart.
- Making comparisons within and across books.
- 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 one 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'

Skills

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence or summarise
<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader. • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • support predictions by using relevant evidence from the text. • confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views. • recommend books for peers in detail. • give reasons for authorial choices. • begin to challenge points of view. • begin to distinguish between fact and opinion. • 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. • explain and discuss their understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. • They use evidence from across whole chapters or texts. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.