

Concept / Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Whole Class Book (daily read aloud)	<p>Talk Through Stories:</p> <p>Elmer (David McKee)</p> <p>A Little Bit Brave (Nicola Kinnear)</p> <p>Ruby's Worry (Tom Percival)</p> <p>My Monster and Me (Nadiya Hussain)</p> <p>Stickman (Julia Donaldson)</p> <p>One Snowy Night (Nick Butterworth)</p> <p>The Bear and the Piano (David Litchfield)</p> <p>The Lion Inside (Rachel Bright)</p> <p>Lost and Found (Oliver Jeffers)</p> <p>I'm in Charge (Jeanne Willis)</p> <p>Dogger (Shirley Hughes)</p> <p>Farmer Duck (Martin Waddell)</p> <p>Mog the Forgetful Cat (Judith Kerr)</p> <p>The Rainbow Fish (Marcus Pfister)</p> <p>The Squirrels who</p>	<p>Wilfrid Gordon McDonald Partridge (Mem Fox)</p> <p>Topsy and Tim Visit London (Jean Adamson)</p> <p>Whiffy Wilson: The Wolf who Wouldn't Go to School (Caryl Hart)</p>	<p>Rosa Parks - Little People Big Dreams (Lisbeth Kaiser)</p> <p>Katie Morag and the New Pier (Mairi Hedderwick)</p> <p>Queen Victoria's Bathing Machine (Gloria Whelan and Nancy Carpenter)</p>	<p>Stig of The Dump (Clive King)</p> <p>The Firework Maker's Daughter (Philip Pullman)</p> <p>Roman Tales: The Goose Guards (Terry Deary)</p>	<p>The Saga of Erik the Viking (Terry Jones)</p> <p>King of the Cloud Forests (Michael Morpurgo)</p> <p>Secrets of a Sun King (Emma Carroll)</p>	<p>Bronze and Sunflower (Cao Wenxuan)</p> <p>The Secret Garden (Frances Hodgson Burnett)</p> <p>Who Lets the Gods Out? (Maz Evans)</p>	<p>Freedom (Catherine Johnson)</p> <p>The Wolf Wilder (Katherine Rundell)</p> <p>Goodnight Mr Tom (Michelle Magorain)</p>

	<p>Squabbled (Rachel Bright)</p> <p>The Extraordinary Gardener (Sam Boughton)</p> <p>The Koala Who Could (Rachel Bright)</p> <p>One the Way Home (Jill Murphy)</p>						
Additional texts	<p>WRM/Cornerstones :</p> <p>In Every House, on Every Street (Jess Hitchman)</p> <p>The Gruffalo (Julia Donaldson)</p> <p>We're Going on a Bear Hunt (Michael Wayne Rosen)</p> <p>A Squash and a Squeeze (Julia Donaldson)</p> <p>Handa's Surprise (Eileen Browne)</p> <p>Five Minutes Peace (Jill Murphy)</p> <p>The Tiger Who Came to Tea (Judith Kerr)</p>	<p>Rabbit and Bear (Julian Gough & Jim Field)</p> <p>Paddington London Story Treasury (Michael Bond)</p> <p>Wigglesbottom Primary: The Magic Hamster (Pamela Butchart)</p>	<p>The Owl Who was Afraid of the Dark (Jill Tomlinson)</p> <p>The Enchanted Wood (Enid Blyton)</p> <p>George's Marvellous Medicine (Roald Dahl)</p> <p>Sona Sharma, Looking After Planet Earth (Chitra Soundar and Jen Khatun)</p> <p>Flat Stanley (Jeff Brown)</p>	<p>The Wild Way Home (Sophie Kirtley)</p> <p>Charlie Changes into A Chicken (Sam Copeland)</p> <p>Varjak Paw (SF Said)</p>	<p>The Boy at the Back of the Class (Onjali Q. Raúf)</p> <p>How to Train Your Dragon (Cressida Cowell)</p> <p>When the Mountains Echoed (Jess Butterworth)</p> <p>Harry Potter (J K Rowling)</p> <p>Zombierella (Joseph Coelho)</p> <p>The Last Bear (Hannah Gold)</p>	<p>Fly Me Home (Polly Ho-Yen)</p> <p>When Stars are Scattered (Omar Mohamed and Victoria Jamieson)</p> <p>Leila and the Blue Fox (Kiran Millwood Hargrave)</p> <p>The Crowstarver (Dick King Smith)</p> <p>When the Sky Falls (Phil Earle)</p> <p>Beetle Boy (MG Leonard)</p>	<p>The Nowhere Emporium (Ross Mackenzie)</p> <p>The Other Side of The Truth (Beverley Naidoo)</p> <p>The Final Year (Matt Goodfellow)</p> <p>Once (Morris Gleitzman)</p> <p>High Rise Mystery (Sharna Jackson)</p>
Vehicle text	<p>Independent Writing Texts:</p>	<p>Old Bear Rapunzel</p> <p>Hermelin</p> <p>Where the Wild Things Are</p> <p>The Secret of Black</p>	<p>A River</p> <p>The Night Gardener</p> <p>The Bog Baby</p> <p>Grandad's Island</p>	<p>The Iron Man</p> <p>Fox</p> <p>Rhythm of the Rain</p> <p>Jemmy Button</p> <p>Egyptology</p>	<p>The Whale</p> <p>Leaf</p> <p>Arthur and the Golden Rope</p> <p>The Lost Happy</p>	<p>When we Walked on the Moon</p> <p>FARThER</p> <p>The Hound of the Baskervilles</p>	<p>Rose Blanche</p> <p>A Story Like the Wind</p> <p>Hansel and Gretel</p> <p>The Ways of the</p>

	<p>The Bear and the Piano (David Litchfield)</p> <p>The Lion Inside (Rachel Bright)</p> <p>I'm in Charge (Jeanne Willis)</p> <p>Farmer Duck (Martin Waddell)</p> <p>Mog the Forgetful Cat (Judith Kerr)</p> <p>The Rainbow Fish (Marcus Pfister)</p> <p>The Extraordinary Gardener (Sam Boughton)</p> <p>One the Way Home (Jill Murphy)</p> <p>Storm Whale (Benji Davies)</p>	<p>Rock The Last Wolf</p>	<p>The King Who Banned the Dark Rosie Revere</p>	<p>Into the Forest</p>	<p>Endings The Journey Manfish</p>	<p>The Promise The Lost Book of Adventure King Kong</p>	<p>Wolf The Origin of the Species Shackleton's Journey</p>
RWI	<p>Read single-letter set 1 sounds Read all Set 1 sounds into words orally Blend sounds to read words; read short Ditty storybooks Read red storybooks Read green</p>	<p>Read purple Storybooks; read some set 2 sounds Read pink storybooks; read all set 2 sounds Read Orange storybooks; read some Set 3 sounds Read yellow storybooks</p>	<p>Read blue storybooks with increasing fluency and comprehension Read grey storybooks Read grey storybooks Access RWI spelling programme</p>	<p>Following the fast-track tutoring programme in the following order:</p> <ol style="list-style-type: none"> 1. Read single-letter set 1 sounds 2. Read all Set 1 sounds into words orally 3. Blend sounds to read words; read short Ditty storybooks 4. Read red storybooks 5. Read green storybooks: read some set 2 sounds 6. Read purple Storybooks; read some set 2 sounds 7. Read pink storybooks; read all set 2 sounds 8. Read Orange storybooks; read some Set 3 sounds 9. Read yellow storybooks; read all of set 3 sounds 10. Read blue storybooks; read all of set 3 sounds 			

	storybooks: read some set 2 sounds Read green or purple storybooks	Read yellow storybooks; read all of set 3 sounds Read blue storybooks	Access RWI spelling programme Access RWI spelling programme	11. Read grey storybooks; read all of set 3 sounds			
Reading skills coverage <i>KS1 - Phonics</i> <i>KS2 - WCR</i>	Decoding/ fluency RWI ELGs: 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	Decoding/ fluency RWI Predictable refrains Recognising rhymes and rhythms Understanding parts of a story Increasing punctuation Recalling main points Link to own experiences Suffixes Contractions How and why questions Prefixes Predictions and inference Recalling main points	Decoding/ fluency RWI Discussing books Recognise a range of Punctuation , adjectives, adverbs, similes Recall main points with reference to the text Understand story components including sequencing Predictions Recurring literary language Suffixes Recall main points with reference to the text, including explaining what has happened so far Reading closely for specific info Differences between fiction and non-fiction Identify favourite words/phrases Identify how vocab choices affect meaning Highlight key words Scanning Sequencing skills Inference	Decoding and fluency Understand main points in a text with reference Differences between fiction and non-fiction Skimming and scanning Purpose of specific paragraphs Recognise adjectives, adverbs, similes, adverbial phrases Dictionary work Predictions and inference (with evidence) Summarising Evaluating texts Cultural and historical features Identify language used to create mood Identify language choices for meaning Purpose for writing Understanding author/reader response and intent Ask own questions Predictions and inference (with evidence and	Decoding and fluency Discussing books and giving opinions Similarities and differences between books and their structure Understand main points with reference to the text Predictions Identify descriptive devices Use a dictionary Understand punctuation Prefixes and suffixes Identify explicit details Skimming and scanning Inference skills Summarising Explain how paragraphs have been used and format and presentation impact on reader Predictions with reasons Identify descriptive devices Identify language for atmosphere Dictionary work Differences between text types Inference	Decoding and fluency Retrieving key details and quotes from the text Predictions based on evidence Empathising with characters Understanding historical and cultural setting Prefixes and suffixes Skimming and scanning Summarising Using evidence to support ideas Recognising descriptive devices inc. figurative language Comment on language choices/structures Identifying themes Identifying text types and explaining inclusion of sections of diff types of texts Understanding impact of organisational and presentational features	Decoding and fluency Skimming and scanning Understanding vocab in a range of contexts Find and copy questions Finding words with similar meanings Retrieve key details and quotes Answer who, what, why, where, when, which how questions with quotes Identify main message/themes/ convention in a poem/story Figurative language Explain the structure, language and purpose of a range of texts Provide detailed explanations about texts Summarising skills including ordering Explain sequence of events Reading between the lines

	<p>sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>Summarising Asking own questions of texts Understanding author's purpose for writing and what the writer is thinking Identify how vocab choices affect meaning Highlight key words Scanning Inference Asking own questions of texts Understanding author's purpose for writing and what the writer is thinking</p>	<p>discussion) Summarising Comment on viewpoints within the text Cultural and historical features Using a dictionary Understanding range of story structures Comment on authors choice of vocab Understand how simple and complex sentences influence meaning Purpose for writing Evaluating texts Understanding range of story structures Comment on authors choice of vocab Understand how simple and complex sentences influence meaning Purpose for writing Evaluating texts</p>	<p>including empathy Understanding main purpose of a text Comparing books and evaluating texts Choose questions to improve understanding of the text Discuss ideas from throughout a text Discussing books and giving opinions Inference including empathy</p>	<p>Prove/disprove statements about a character, comparing characters Understanding how vocab choices affect meaning Explaining how punctuation and sentence construction enhance meaning Recognising themes and styles Recognising descriptive devices inc. figurative language Comment on language choices/structures Making links between own reading experiences and that of others Compare and evaluate texts against their intended purpose Understanding impact of organisational and presentational features Identifying text types and explaining inclusion of sections of diff types of texts Creating detailed responses Discuss texts in detail with opinion</p>	<p>Predictions with evidence Identify and comment on grammatical features of a text Author's use of language and effect on reader Retrieve key details and quotes Compare, contrast and evaluate different texts Persevere with challenging texts Explain the structure, language and purpose of a range of texts Fact and opinion/true or false Developed inferences, empathising with characters Growing repertoire of vocab and can find out what unknown words mean Developed inferences, using clues to interpret meaning Prove/disprove, explain and justify inferences Predictions with evidence Figurative language and effect on reader Identify main message/themes/co</p>
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						<p>Explaining isolated events in the context of whole narrative</p>	<p>Conventions in a poem/story Comparisons between texts and parts of texts Compare, contrast and evaluate different texts Persevere with challenging texts Explain the structure, language and purpose of a range of texts Developed inferences, empathising with characters Identify and comment on grammatical features of a text Author's use of language and effect on reader</p>
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