

## Progression in Reading

### **Intent:**

We aim for children to have acquired the essential characteristics of good readers:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

### **Implementation:**

- 1 Curriculum drivers shape our curriculum breadth in reading. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, culture, democracy and possibilities.**
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 We use Read, Write, Inc to deliver high quality first teaching of phonics across EYFS and Key Stage 1; with further intervention as necessary for LKS2.
- 4 The breadth of texts studied is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. We aim to plan for the study of at least one fiction, one non-fiction and one poetry text every term to enable them to experience reading a range of styles of writing and types of books.
- 5 The breadth of texts on offer for **reading for pleasure** is extensive which are available to use in conjunction with My Book Blog.
- 6 **My Book Blog (MyBB)** is a scheme used to encourage reading for pleasure in and out of school. Children are introduced to this in year 2 as a class, before independently using it throughout KS2. All reading books are set into challenge levels (1-5) so that children can read at their appropriate level with some levels of challenge that support their reading development. MyBB is used support and encourage children to:
  - Read books by new and familiar authors.
  - Blog their thoughts about the story.
  - Fully comprehend what they read.
  - Learn new vocabulary in the context of the story.
  - Vote on key issues and view how their vote compares with thousands of other children's.
  - Discover which books other children like reading.
  - Explore specially written, non-fiction fact files.

7. **Threshold concepts** tie together the skills needed to read well with KS1 predominantly working on **'reading words accurately'** to allow them to **'understand texts'** effectively.
8. **Reading Domains:** These domains support children's comprehension of what they read. By focusing on each domain in turn, children can explore a text in a variety of ways. Specific teaching of these domains prepares and supports children immensely for end of Key Stage 2. It allows them to understand what the question is asking of them and use the variety of strategies taught for each domain to be able to effectively answer them. These are:

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

9. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
10. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
11. **Progression through the Read Write Inc programme**
- Children are assessed on a half-termly basis in order to place them into the correct group.
  - As children progress through the groups, the sounds they learn and the texts they read build upon previous learning, as well as teaching new skills.

RWI Group	Group A Set 1 Sounds	Group B Set 1 Sounds	Group C Set 1 Sounds	Photocopiable Ditties	Red 1 day book	Green 3 day book	Purple 3 day book	Pink 3 day book	Orange 3 day book	Yellow 5 day book	Blue 5 day book	Grey 5 day book	Comprehension
Sound focus & Reading words	<p>Children know some single letter sounds. They associate the letter name with an action to support formation.</p> <p>Children learn to blend words.</p>	<p>Children know most single letter sounds.</p> <p>Children learn to blend and write words simple CVC words.</p>	<p>Children know most single letter sound, including special friends. E.G. "th"</p> <p>Children learn to blend and write words using taught sounds.</p>	<p>Children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Continuing to teach and review Set 1 Sounds with the focus on the Special Friends.</p>	<p>The children know all Set 1 sounds speedily. When set 1 sounds are fully secure we begin teaching set 2 sounds.</p> <p>They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. They are now reading books. In Key Stage 1 groups the lesson will also include 'Speedy Green Words',</p>	<p>Lessons involve reviewing Set 1 Sounds. Set 2 Sounds are now taught. Once these are secure teaching moves to set 3 sounds.</p> <p>The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p> <p>The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily.</p>	<p>The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</p>	<p>The children are able to read ay ea igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p> <p>The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.</p>	<p>The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p> <p>Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught/reviewed depending on the cohort, the focus is on reading at this stage.</p> <p>The Story Book Lessons follow the same three day format and reading activities as detailed.</p>	<p>The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk)</p> <p>The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds. Children are taught to read more real words.</p>	<p>The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 60+ words per minute</p> <p>The Speed Sound Lesson reviews Set 2 and 3 Sounds, with a focus on families of sounds and longer words. They can read a text at 70-80+ words per minute.</p>	<p>Children are able to read all set 1, 2 &amp; 3 sounds fluently. They read at a rate of 100 WPM.</p> <p>Reading focuses on a mixture of texts, fiction, non-fiction. Children focus on different types of questions, as well as vocab</p>	

<p><b>Comprehension &amp; Writing focus</b></p>	<p>Children learn to blend and write simple CVC words based on the picture sounds learnt with letter formation.</p>	<p>Children learn to blend and write words simple CVC words.</p>	<p>Children learn to blend and write words using taught sounds.</p>	<p>Children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty</p>	<p>'Questions to Talk About', a second read of the Ditty and 'Complete a Sentence' in addition to 'Hold a Sentence'</p>	<p>They will answer questions about the story and practice building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence, they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions.</p>	<p>Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practice and consolidate.</p>	<p>The Story Book Lessons follow the same three-day format and writing activities as detailed for the Green Group.</p>	<p>The Story Book Lessons follow the same three day format and writing activities further develop, such as Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description</p>	<p>In addition to the previous activities, (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words.</p>	<p>The Story Book Lesson follows the format and activities detailed for the Yellow Group.</p>	<p>The Story Book Lesson follows the format and activities detailed for the Yellow Group.</p>	<p>Children engage with vocabulary activities, role play/drama and innovate the texts to write their own versions.</p>
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- Books vary from 1 day books, to 3 days to 5 days. No matter what book level children are on, all lessons begin with a speed sounds session.

<b>Red Ditty Book for Reading</b>
<b>Daily Speed Sounds Lesson</b>
<b>Story Green Words</b>
Speedy Green Words
<b>Red Word Cards</b>
<b>Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words</b>
<b>Ditty Introduction</b>
<b>First Read – Children</b>
<b>Read Aloud – Teacher</b>
<b>Jump-in</b>
Second Read – Children
Questions to Talk About
<b>Get Writing! Red Ditty Book</b>
Complete a Sentence and (optional)
<b>Hold a Sentence</b>
Storytime
Handwriting

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards		
Partner Practice – Speed Sounds, Story Green Words and Red Words		Proofread
		Write About
Story Introduction	Jump-in	
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Hold a Sentence – 2	
Hold a Sentence – 1	Build a Sentence – Orally	
Handwriting	Handwriting	Linked Text

• Write About – 20–30 minutes (Day 4); 30–40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell test
Story Green Words	Red Word Cards		Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Proofread
Red Rhythms – Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

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### RWI Expectations of Progress:

	YR children can:	Y1 children can:	Y2 children can:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

### Expected number of sounds

	YR	Y1
<b>End of Autumn 1</b>	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
<b>End of Autumn term</b>	25 sounds (all Set 1 single-letter sounds)	56 sounds (first 9 Set 3 sounds)
<b>End of Spring 1</b>	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
<b>End of Spring term</b>	35 sounds (4 double consonants)	74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)
<b>End of Summer 1</b>	35 sounds	74 sounds
<b>End of Summer term</b>	41 sounds (first 6 Set 2 sounds)	74 sounds

12 **Pedagogical Content Knowledge and Strategies:** The reading curriculum is carefully planned so that all aspects of reading are specifically taught each week and built upon throughout their reading journey. The foci for each week is as follows:

- Monday – vocabulary
- Tuesday – Fluency (using the fluency project principles)

- Wednesday – summary
  - Thursday – specifically teaching questions based on the reading domains
  - Friday – Independent practice of the reading domains with a time limit – Stamina practice for year 6.
- As well as whole class teaching, all children have the opportunity to read to an adult, read for pleasure, prepare for guided reading sessions, and take part in guided reading sessions. These sessions are carefully planned with the focus being derived from assessment (fluency and/or specific reading domains.)

### EYFS PITA Statements

Comprehension	Word Reading	Fluency
<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>- Enjoys rhymes and rhythmic activities.</li> <li>- Shows an awareness of rhyme and alliteration.</li> <li>- Listens and joins in with rhymes and stories.</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>- Begins to be aware of how stories are structured.</li> <li>- Suggests how a story might end.</li> <li>- Knows print carries meaning.</li> <li>- Knows information can be relayed in the form of print.</li> <li>- Names different parts of a book.</li> </ul> <p><b>Advent:</b></p> <ul style="list-style-type: none"> <li>- Can say if something rhymes</li> <li>- Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems.</li> <li>- Knows that information can be retrieved from books</li> <li>- Describes main story events, settings and characters from familiar stories.</li> <li>- Enjoys an increasing range of books.</li> </ul> <p><b>Lent:</b></p> <ul style="list-style-type: none"> <li>- Continues a rhyming string</li> <li>- Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems.</li> <li>- Knows that information can be retrieved from different types of books</li> <li>- Describes main story events, settings and characters from a range of stories.</li> </ul>	<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>- Recognises rhythm in spoken word(counts/claps syllables)</li> <li>- Shows an interest in illustrations and print in books and print in the environment.</li> <li>- Recognises familiar words and signs such as own name and advertising logos.</li> <li>- Looks at books independently and handles carefully.</li> <li>- Holds books correct way up and turns pages. Knows that print in English is read left to right/top to bottom.</li> </ul> <p><b>Advent:</b></p> <ul style="list-style-type: none"> <li>- Hears, says and can recognise initial phonemes/grapheme within SET 1 for all words.</li> <li>- Segments sounds in simple words and blends them together (CVC)</li> <li>- Links some phonemes taught to graphemes.</li> <li>- Read most Set 1 common exception words.</li> <li>- Begin to read CVC caption and phrases.</li> </ul> <p><b>Lent:</b></p> <ul style="list-style-type: none"> <li>- Hears, says and can read phonemes/grapheme and digraphs within SET 2.</li> <li>- Beginning to blend some CVCC and CCVC words.</li> <li>- Names and sounds most letters of the alphabet.</li> <li>- Read up to 8 digraphs and a trigraph.</li> <li>- Reads most set 2 common exception words.</li> </ul> <p><b>Pentecost/ELG:</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound blending.</li> </ul>	<p><b>Advent:</b></p> <ul style="list-style-type: none"> <li>- Re-reads books to build up confidence, matching their phonics knowledge.</li> </ul> <p><b>Lent:</b></p> <ul style="list-style-type: none"> <li>- Begins to read simple sentences.</li> <li>- Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge.</li> </ul> <p><b>Pentecost:</b></p> <ul style="list-style-type: none"> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

<ul style="list-style-type: none"> <li>- Enjoys an increasing range of books and sharing with others.</li> </ul> <p><b>Pentecost/ELG:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate- where appropriate-key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</li> </ul>		
<b>Milestone 1</b> <b>Key Stage 1</b>	<b>Milestone 2</b> <b>Lower Key Stage 2</b>	<b>Milestone 3</b> <b>Upper Key Stage 2</b>
<b>Read words accurately</b> <b>This concept involves decoding and fluency.</b>		
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p>

- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- 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 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 books to build up fluency and confidence in word reading.

**Understand texts**

**This concept involves understanding both the literal and more subtle nuances of texts.**

<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>	<p>Recommend books to peers, giving reasons for choices.</p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare 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.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for views.</li> </ul>
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### **Key Stage 3 Progression in Reading – Understanding Texts**

#### **To develop an appreciation and love of reading, and read increasingly challenging material independently through:**

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.
- Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

#### **To understand increasingly challenging texts through:**

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.

#### **To read critically through:**

- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Recognising a range of poetic conventions and understanding how these have been used
- Studying setting, plot, and characterisation, and the effects of these

- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- Making critical comparisons across texts
- Studying a range of authors, including at least two authors in depth each year

**Breadth of Study**

### **Breadth of Study – Key Stage 1 (Milestone 1)**

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

### **Breadth of Study – Key Stage 2 (Milestones 2 and 3)**

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

## **Vocabulary Instruction**

Vocabulary is the knowledge of words and word meanings. Steven Stahl (2005) says, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Vocabulary is learned indirectly through exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Dr Catherine Snow suggests that children should be taught over 75,000 words throughout their 12 years of education.

A range of vocabulary knowledge improves comprehension needed in every day communication, teaching, and learning in every single subject. We aim to teach a wide range of tier 2 and 3 words during our reading lessons. We do this through a wide variety of strategies:

1. RAG rating words to assess the priority of words taught in preparation for reading a whole class text
2. Morphology
3. Pair games that support understanding of definitions
4. Connections games that support the understanding of synonyms, word classes and themes
5. 'Teach it' techniques that enable children to use their expertise to teach other new and ambitious vocabulary

6. 'Tell me more' cards to revisit the range or vocabulary taught
7. Author's choice of words and discussion around why words are chosen allow children to understand the purpose of specific vocabulary and the intent in which it is used
8. Revisiting the vocabulary taught, using it in our T4W texts and making links to these words in all other subjects, strengthens the understanding of these words and ensures that they go into the long term memory.

### EYFS & KS1 Texts

EYFS			Year 1			Year 2		
Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
<p>Owl Babies- Martin Waddell            The Gruffalo- Julia Donaldson            Handa's Surprise- Eileen Brown            Mr Grumpy's Outing-John Burningham            Rosie's Walk-Pat Hutchins            Six Dinner Sid- Inga Moore            Mrs Armitage- Quentin Blake            Whatever Next-Jill Murphey            On the Way Home-Jill Murphey            Farmer Duck-Martin Waddell            Goodnight Moon-Margaret Wise Brown            Shh!-Sally Grindley</p> <p>Diversity books:            The Mega Magic Hair Swap by Rochelle Humes            We're off to Find Fairy by Eloise White &amp; Cory Reid            Rubies Worry by Tom Percival            Little Red and the Very Hungry Lion by Alex T Smith            Mr Scruff by Simon James            Izzy Gizmo by Pip Jones</p>		<p>Sharing a shell- Julia Donaldson            A Treasury of Songs- Julia Donaldson            My Many Coloured Days- Dr Seuss            This Little Puffin- Elizabeth Matterson</p>	<p>Peace at Last- Jill Murphey            Can't you sleep little bear? Martin Waddell            Where the Wild Things Are- Maurice Sendak            TheElephantandtheBad Baby-ElfridaVipontand Raymond Briggs            Avocado Baby -John Burningham            The Tiger Who Came to Tea - Judith Kerr            Lost and Found - Oliver Jeffers            Knuffle Bunny - Mo Willems            Beegu - Alexis Deacon            Dogger - Shirley Hughes            Cops and Robbers - Alan and Janet Ahlberg            Elmer - David McKee</p> <p>Diversity books:            Billy and the Dragon- Nadine Shireen            Hair Love- Matthew A.Cherry</p>		<p>Twinkle            Twinkle            Chocolate            Bar-John Foster            Hey Little Big-James Carter            When we were very young-A.A.Milne            The Puffin            Book of            Fantastic First            Poems- June Crebbin</p>	<p>Traction Man is Here - Mini Grey            Meerkat Mail - Emily Gravett            Amazing Grace - Mary Hoffman            Pumpkin Soup - Helen Cooper            Who's AfraidoftheBig BadBook?-Lauren Child            Dr Xargle's Book of Earthlets - Tony Ross            NotNowBernard-DavidMcKee            Tuesday-David Wiesner            The Flower - John Light            Gorilla-Anthony Browne            EmilyBrownandThe Thing-CressidaCowell            Frog and Toad Together - Arnold Lobel</p>	<p>Florence Nightingale - Lucy Lethbridge            Where Animals Live- Brenda Stone            The Great Fire of London- Clare Lewis</p> <p>Little leaders, Bold Women in Black            History- Vashti Harrison</p>	<p>Heard it in the playground- Allan Ahlberg            The Works KS1- Pie Corbett            Crazy            Maynonnaisy Mum- Julia Donaldson            A First Poetry Book-Pie Corbett</p>

			Dave and the Tooth Fairy- Verna Wilkins So Much –Trish Cooke Look Up- Nathan Bryon			TheOwlWhoWas AfraidoftheDark–Jill Tomlinson Fantastic Mr Fox – RoaldDahl TheHodgeheg–Dick King-Smith FlatStanley–Jeff Brown Willa and Old Miss Annie – Berlie Doherty  Diversity books: Ellie and the Cat- Malorie Blackman If all the world were- Joseph Coelho	
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## LKS2 Text Mapping Cycle 1

Advent			Lent			Pentecost		
Fiction	Non-Fiction	Poetry (1 Week)	Fiction	Non-Fiction	Poetry (1 week)	Fiction (Children's choice from 3 below)	Non-Fiction	Poetry (1 week)
<u>Class novel</u> The scarab's Secret- class text Egyptian Cinderella- class text	Non-fiction Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Epic <a href="#">Lesson (will do next cycle in 22-23 but started this plan a few weeks into term)</a>	<u>Poetry-</u> Be Glad Your Nose Is On Your Face by Jack Prelutsky <a href="#">Lesson</a>	<u>Class novel</u> Year 3- The Sheep Pig (class novel) Dick King Smith	Non fiction- The Pebble In My Pocket by Meredith Hooper and Chris Coady (link to stone age) <a href="#">Lesson</a>	<u>Poetry-</u> The Sound Collector by Roger McGough	<u>Class novel</u> Year 3– Iron Giant (Ted Hughes)	Non fiction- Vikings	Oh The Places You'll Go by Dr Seuss  <a href="#">Lesson</a>
<u>Advent 2 Class Novel</u> Stone Age Boy- class text Classic fiction- Stig of the Dump (Clive King)- class text	Vikings- non fiction	Christmas poem.	<u>Lent 2 Class novel</u> Year 3- Battle of Bubble and Squeak Phillipa Pearce. Class text	Non fiction - Magnets The Shepherd and the discovery of magnets <a href="#">Lesson</a>	Poetry- Walking With My Iguana by Brian Moses <a href="#">Lesson</a>	<u>Pentecost2 Class Novel</u> Classic fiction Year 4- Charlotte's Web (E Nesbit) class text.	Non-fiction- Romans Boudicca Twinkl <a href="#">Lesson</a>	The Adventures Of Isabel by Ogden Nash  <a href="#">Lesson</a>

<p><b><u>Texts for WCR</u></b></p> <p><b><u>Advent 1</u></b> How to Be A Viking by Cressida Cowell <a href="#">Text Lesson</a> (but covered this in Lent 1)</p> <p><b><u>Advent 2</u></b> The Boy At The Back Of The Class by Onjali Rauf (refugee theme) <a href="#">Lesson</a></p> <p>Robin Hood and Jungle book</p> <p>Beast with a thousand teeth- by Terry Jones</p> <p>Classic fiction - Winnie The Pooh by AA Milne <a href="#">Lesson</a></p>	<p>Song- Lean on me- mental health</p>	<p><b><u>Texts for WCR</u></b></p> <p><b><u>Lent 1</u></b></p> <p><a href="#">Fiction extract-</a> Henry Pond The Poet- Dick King-Smith <a href="#">Lesson</a></p> <p>One Wave At A Time by Holly Thompson (mental health-grief) <a href="https://www.youtube.com/watch?v=n-rj17Htry4">https://www.youtube.com/watch?v=n-rj17Htry4</a> <a href="#">Lesson</a></p> <p>The Great Paper Caper by Oliver Jeffers <a href="#">Lesson</a></p> <p><b><u>Lent 2</u></b></p> <p>Malamander by Thomas Taylor</p>	<p>Song- True Colours by Cyndi Lauper <a href="#">Lesson</a></p> <p>Song-The Bare Necessities (Jungle Book)- mental health</p> <p>Link songs to extra circle time lessons in preparation for return to school after lockdown.</p> <p>Happy by Pharell Williams- Link to circle time and well being after lockdown</p>	<p><b><u>Texts for WCR</u></b></p> <p><b><u>Pentecost 1</u></b></p> <p>The Lighthouse Keeper's Lunch by David Armitage and Rhonda Armitage <a href="#">Lesson</a></p> <p>A River by Marc Martin <a href="#">Lesson</a></p> <p><b><u>Pentecost 2</u></b></p> <p><a href="#">British science week- twinkle- link to STEM week</a></p> <p><a href="#">Paralympians- Twinkle- link to healthy fortnight.</a></p> <p>Planet Omar: Accidental Trouble Magnet by Zanib Mian</p>	<p>Song- My Lighthouse by Rend Collective - (link to RE) <a href="#">Lesson</a></p> <p>Song lyrics -A Spoonful of Sugar from Mary Poppins (link to proverbs) <a href="#">Lesson</a></p>	
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## LKS2 Text Mapping – Cycle 2

Advent			Lent			Pentecost		
Fiction	Non-Fiction	Poetry (1 Week)	Fiction	Non-Fiction	Poetry (1 week)	Fiction (Children's choice from 3 below)	Non-Fiction	Poetry (1 week)
<p><u>Class novel</u></p> <p>Planet Omar: Accidental Trouble Magnet by Zanib Mian (Author from <b>different culture- Islamic and ASD</b>)</p>	<p>Rosa Parks: Twinkl- <b>Link to Black history month in October.</b> <a href="#">Lesson</a></p>	<p>Life Doesn't Frighten Me At All by Maya Angelou - <b>PHSE- resilience</b></p>	<p><u>Class novel</u></p> <p>Year 3- The Abominables - class text- <b>Link to mountains- Geography</b></p>	<p>Mountains- National geographic.- <b>link to science rocks and Geography.</b></p>	<p>Dentist Dan by Shel Silverstein and The Toothless Wonder by Phil Bolsta- <b>link to science-teeth</b> <a href="#">Lesson</a></p>	<p><u>Class novel</u></p> <p>Year 3 - The Lion, Witch and the Wardrobe - (C.S. Lewis) class text- <b>Classic fiction</b></p>	<p><b>Anglo Saxon text- DK - link to history</b></p>	<p>What's The Matter? by Tom McGowen <a href="#">Text Lesson</a></p> <p><b>Link to science SOM</b></p>
<p><u>Advent 2 Class Novel</u></p> <p>Year 4- Firework-maker's Daughter (Philip Pullman)</p>	<p>Nat Geo Kids - Everything Vikings - <b>link to history</b> <a href="#">Lesson</a></p>	<p>Poetry - Deep in the Green Wood.-</p> <p>Christmas poem.</p>	<p><u>Lent 2 Class novel</u></p> <p>Year 4 - Bill's New Frock- <b>Diversity- gender issues/ equality</b></p>	<p>Thomas Edison- <b>link to science elctricity</b></p> <p><a href="#">Thomas Edison Lesson</a></p>	<p>Poem- Refugees by Brian Bilston- <b>diversity and equality</b></p> <p><a href="#">Lesson</a></p>	<p><u>Pentecost2 Class Novel</u></p> <p>Grandpa Chatterji- <b>Link to diversity- Hindu and geography</b></p>	<p>Non- fiction- Romans Boudicca- <b>link to history</b></p> <p>Twinkl <a href="#">Lesson</a></p>	<p>I love Chocolate by Michael Rosen- <b>link to science and states of matter</b></p>
<p><u>Texts for WCR</u></p> <p><u>Advent 1</u></p>	<p><b>Song-</b></p> <p>Under The Sea (The Little Mermaid)</p>	<p><u>Texts for WCR</u></p> <p><u>Lent 1</u></p> <p>Agent Zaiba And The Missing Diamonds by Annabelle Sami</p>		<p><b>Song/film-</b> Electricity from Billy Elliot <a href="#">Lesson</a></p>	<p><u>Texts for WCR</u></p> <p><u>Pentecost 1</u></p> <p>Year 4 - The Demon</p>			

<p>Hansel and Gretel- Anthony Browne. (2weeks) <b>links with T4W traditional tales</b></p> <p>Voices in the park- Anthony Browne- picture book - author comparison (2weeks)</p> <p>Little Badman And The Invasion Of The Killer Aunties by Humza Arshad and Henry White <a href="#">Extract - Diversity Lesson</a></p> <p style="text-align: center;"><b><u>Advent 2</u></b></p> <p>Howard Gayle- First black footballer- <b>Diversity Text Lesson</b></p> <p>The Magic Faraway Tree by Enid Blyton- <b>classic fiction Lesson</b></p> <p>Life with ADHD- Epic- <b>Diversity - disability</b></p>	<p><a href="#">Lesson</a></p> <p>No money day- Kate Milner_ <b>link to food banks and poverty- use as a book prompt in circle time.- link to harvest fesitval</b></p> <p>Let It Go (Frozen) <a href="#">Lesson</a></p>	<p><a href="#">Lesson Text</a></p> <p>Demon Dentist by David Walliams- <b>Link to science- teeth Lesson</b></p> <p>Pippi Longstocking by Astrid Lindgren- <b>Classic fiction Lesson</b></p> <p style="text-align: center;"><b><u>Lent 2</u></b></p> <p>The Velveteen Rabbit by Margery Williams <a href="#">Lesson</a></p> <p>How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley- <b>link to history topic</b></p> <p>How To Live Forever by Colin Thompson- picture book- (2 weeks) <a href="#">Lesson</a></p>	<p>Song- The Place Where the Lost Things Go from Mary Poppins Returns <a href="#">Lesson</a></p>	<p>Headmaster by Gillian Cross</p> <p>The Great Chocoplot by Chris Callaghan <a href="#">Lesson</a></p> <p style="text-align: center;"><b><u>Pentecost 2</u></b></p> <p>Marie Curie: Twinkl- <b>STEM week Lesson</b></p> <p>The Rhythm Of The Rain by Grahame Baker Smith (water cycle link) - <b>Link to STEM week and water cycle Lesson</b></p> <p>Greta's Story by Valentina Camerini- <b>links to environmental issues STEM Lesson</b></p>	<p>Song- Just Around The Riverbend- <b>link to geography. Lesson</b></p> <p><a href="#">Song-</a> Who's Laughing Now? By Jessie J <a href="#">Lesson</a></p>
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## UKS2 Text Mapping Cycle 1

Advent			Lent			Pentecost		
Fiction	Non-Fiction	Poetry (1 Week) Compare 2	Fiction	Non-Fiction	Poetry (1 week) Compare 2	Fiction (Children's choice from 3 below)	Non-Fiction	Poetry (1 week) Compare 2
<u>Class novel</u> Once, by Morris Gleitzman	Oceans by John Woodward	We refugees by Benjamin Zepaniah	<u>Class novel</u> Varjak Paw, by S.F. SAID	Journey through North America by Saronne Rubyan	The Listeners by Walter De La Mere	Can you see me by Libby Scott & Rebecca Westcott  Or A kind of Spark by Elle McNicoll	Aztecs	Caged Bird by Maya Angelou
<u>Advent 2</u> <u>Class Novel (or class teacher's choice)</u> High Rise Mystery by Sharna Jackson	Coral Reefs by Moira Butterfield	The Walrus and the Carpenter by Lewis Carroll	<u>Class novel</u> (back up) Orphans of the Tide by Struan Murray	Autobiography Michael Rosen	The Raven by Edgar Alan Poe	Or The Boy at the back of the Class by Onjali Qrauf	Professor Astro Cat's Frontiers of SPACE by Dr. Dominic Walliman and Ben Newman	If by Rudyard Kipling
<b><u>Texts for WCR</u></b> Kidnapped by Pie Corbett The Nowhere Emporium by Ross Mackenzie Moth by Isabel Thomas Once by Morris Gleitzman			<b><u>Texts for WCR</u></b> Storm Keeper's Island by Catherine Doyle Holes Dreamsnatcher by Abi Elphinstone Room 13 by Robert Swindells	Understanding Autism Spectrum Disorder	Ozymandias by Percy Shelley	<b><u>Texts for WCR</u></b> Kick by Mitch Johnson The Last Wild by Piers Torday Crater Lake by Jennifer Killick The miraculous Journey of Edward Tulane		

			<p>Lion, witch and the wardrobe by CS Lewis Cogheart by Peter Bunzl</p>			<p>by Kate DiCamillo Phoenix by SF. Said The star spun web by Sinead O'Hart Letters from the lighthouse by Emma Carroll</p>		
<p><b><u>Lyrics</u></b> (1 week) Speechless from Aladdin</p> <p>Titanium by David Guetta feat. Sia</p> <p>Where is the love? by the Black Eyed Peas</p>			<p><b><u>Lyrics</u></b> (1 week) Firework by Katy Perry</p> <p>Do you hear the people sing? From Les Miserable.</p> <p>Fight song by Rachel Platten</p>			<p><b><u>Lyrics</u></b> (1 week) Defying Gravity from the musical Wicked.</p> <p>Pompeii by Bastille.</p> <p><u>Possible extra songs</u> High hopes by Panic at the disco</p> <p>Electricity from Billy Elliott.</p> <p>Castle on a cloud from Les Mis</p>		

**UKS2 Text Mapping Cycle 2**

Advent			Lent			Pentecost		
Fiction	Non-Fiction	Poetry (1 Week) Compare 2	Fiction	Non-Fiction	Poetry (1 week) Compare 2	Fiction (Children's choice from 3 below)	Non-Fiction	Poetry (1 week) Compare 2
<p><u>Class novel</u></p> <p>Advent 1 The girl of Ink and Stars by Kiran Millwood Hargrave (strong female protagonist)</p> <p>Advent 2 Street Child by Berlie Doherty</p>	<p><i>Dates to consider:</i> <i>Roald Dahl Day 13/9</i> <i>Poetry 1/10</i> <i>Black History Month – October</i> <i>Remembrance Day poetry</i> <i>World Kindness Day 13/11</i> <i>Disability month 22/11-22/12</i></p> <p>Advent 2 I am not a label by Cerrie Burnell (linked to diversity PHSE/famous role models – disabled, ethnic minorities, SEN)</p> <p>Dorothy Vaughan</p>	<p>Remembrance Day Poetry Advent 2 week 2 wc. 7.11.21</p> <p>In Flanders Field by John McCrae</p> <p>Dulce et Decorum by Wilfred Owen</p>	<p><u>Class novel</u></p> <p>Lent 1 Who let the God's out? By Maz Evans (link to Ancient Greece in History)</p> <p>Lent 2 The Night Bus Hero by Onjali Q Rauf (He also wrote The boy at the back of the class)</p>	<p><i>Dates to consider:</i> <i>International Women's Day 8/3</i> <i>Shakespeare Week 15/3</i> <i>World Poetry Day 21/3</i></p> <p>Autobiography Michael Rosen</p> <p>Mythologica by Stephen Kershaw</p>	<p>The Listeners by Walter De La Mere</p> <p>The Raven by Edgar Allan Poe</p> <p>Ozymandias by Percy Shelley</p>	<p><u>Class novel</u> I am Malala</p> <p>Crater Lake</p> <p>Can you see me? (Fiction book on transition to Y7 from an autistic girls perspective)</p>	<p><i>Dates to consider:</i> <i>Mental Health Awareness Day 16/5</i> <i>June – Pride</i></p> <p>Professor Astro Cat's Frontiers of SPACE by Dr. Dominic Walliman</p> <p>Aztecs</p>	<p>Caged Bird by Maya Angelou</p> <p>Overheard in a tower block by Joseph Coelho (linking to social class)</p> <p>If by Rudyard Kipling</p>

	Biography (linked to biography in writing and Black History Month in October)							
<p><b><u>Texts for WCR</u></b>  The Arrival by Shaun Tan (linked to refugees)  When the sky falls by Phil Earle  The Island At The End  Of Everything by Kiran Millwood Hargrave (empathy/acceptance,link to Jesus parable)  The Explorer by Katherine Rundell  Street Child by Berlie Doherty (pie C) (link to Victorians for History)  Wonder by RJ Palacio linked to diversity/tolerance.  No ballet shoes in Syria by Catherine Bruton (young girl seeking asylum with her family)  Crater Lake by Jennifer Killick  The Clockwork Crow by Catherine Fisher (Pg7-10)</p> <p><b>Advent 1 – 7 weeks</b>  <b>Advent 2 - 7 weeks and 3 days</b></p>			<p><b><u>Texts for WCR</u></b>  Malala – My story of standing up for girls’rights by Malala Yousafzai (Week of International Women’s Day)  Romeo and Juliet by William Shakespeare  (In Shakespeare Week)  Darwin’s dragons by Lindsay Galvin. (Linked to evolution)  The Last Wild by Piers Torday  Farther by Grahame Baker-Smith (Picture book – link to loss/1 parent families/aspiration) PC  Treason by Berlie Doherty (link to Tudors)  Windrush Child by Floella Benjamin (linked to diversity and British Empire in History)  The Hobbit by JRR Tolkien (classic text)  The Wild Way Home by Sophie Kirtley  Cosmic by Frank Cottrell Boyce  The Titanic Detective Agency by Lyndsay Littleton</p> <p><b>Lent 1 – 6 weeks</b>  <b>Lent 2 – 6 weeks</b></p>		<p><b><u>Texts for WCR</u></b>  Religious hymn - My Lighthouse by Rend Collective based on Phillippians 2:2 (Compare the hymn to the scripture)  The stars beneath my feet by David Barclay Moore (BAME author)  How life on Earth began – fossils, dinosaurs and the first humans by Aina Bestard.</p> <p><b>Pentecost 1 - 5 weeks</b>  <b>Pentecost 2 – 7 weeks</b></p>			

<p><b>Lyrics</b> (1 week)</p> <p>Electricity from Billy Elliott.</p> <p><a href="https://youtu.be/3woMHwjN1Q">https://youtu.be/3woMHwjN1Q</a> Nancy Mulligan Ed Sheeran</p> <p>SIX (The musical)</p>			<p><b>Lyrics</b> (1 week)</p> <p><a href="https://youtu.be/7LQFBdQeVKg">https://youtu.be/7LQFBdQeVKg</a></p> <p>My shot from Hamilton (clean)</p> <p>A change is gonna come – Sam Cooke</p>			<p><b>Lyrics</b> (1 week)</p> <p>High hopes by Panic at the disco</p> <p>Castle on a cloud from Les Mis</p>		
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