

# Curriculum Progression Frameworks Reading



Strand	ASPECT	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure	INTENT	<p>Our English curriculum is based upon a language rich experience for pupil's combining opportunities to speak, listen, read and write for a variety of purposes, audiences and forms. When considering the reading curriculum progression, it should be thought about in conjunction with the writing progression of units as the development of these skills are not separate but part of a cohesive language rich programme which develops the whole individual's English abilities. Our reading curriculum is based upon the selection of high quality, engaging texts, that provide rich models of language. These texts are mapped into our termly curriculum progression frameworks for each year group. At all times, teachers seek opportunities to make links between reading and writing explicit.</p> <p>We seek to create a culture where:</p> <ul style="list-style-type: none"> <li>• Children love reading (and books), actively engage with it at every opportunity and where their imagination and understanding of the world is developed through it.</li> <li>• Children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, read for pleasure, hear texts read aloud as well as participate in structured reading activities.</li> </ul> <p>We want children to:</p> <ul style="list-style-type: none"> <li>• Build preferences in reading, to choose to read and to make considered choices when selecting books.</li> <li>• Share and recommend a range of books.</li> <li>• Recognise authors and styles of reading that individuals enjoy.</li> <li>• Engage in book discussion in a range of contexts, alongside both adults and peers.</li> </ul>						
	IMPLEMENTATION	<ul style="list-style-type: none"> <li>• Support from The Bookery to promote new books available.</li> <li>• Involvement in World Book Day (March) / World Poetry Day (March) reading activities to share a love of books.</li> <li>• Sharing books/stories in assemblies.</li> <li>• Breadth of books in library monitored and updated/refreshed</li> <li>• Class readers read daily and the books are displayed on the door of the classrooms (post-it notes may be added to show responses by class pupils).</li> <li>• Reading resources in classrooms are updated frequently to provide children with a wide-range of reading material suitable to their ages.</li> <li>• In addition, all contexts below contribute to developing reading for pleasure.</li> <li>• Sharing of books, library and bookshop visits and taking part in competitions for reading quantity/accuracy are promoted to encourage a wider exposure to books.</li> </ul>						
	PROGRESSION	<p>Show an active interest in books and talk about what they have seen and heard in stories read to them.</p> <p>Opportunities to read throughout enabling environment.</p>	<p>Show an active interest in books and talk about what they have seen and heard in stories read to them.</p> <p>Participate actively in listening to and sharing a wide range of books.</p> <p>Choose to read.</p>	<p>Read independently, demonstrating increasing stamina</p> <p>Show developing preferences through book choice.</p>	<p>Read for a range of purposes independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading.</p> <p>Read for sustained periods of time, completing texts independently.</p>	<p>Revisit and build on Year 3.</p> <p>Engaging actively in book discussion.</p> <p>Respond to reading in a written form.</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Respond to reading in a written form.</p> <p>Demonstrate continuing engagement with reading:</p> <p>Read longer books for more sustained periods of time.</p>	<p>Revisit and build on Year 5.</p> <p>Engage actively in book discussions with and without adult support.</p> <p>Respond to reading in a written form, beginning to develop a critical stance.</p> <p>Complete a wider range of more challenging and lengthier books.</p>
Reading to Children	INTENT	Building a bank of story and rhyme knowledge.		<p>Widen knowledge of texts and authors, including non-fiction and poetry.</p> <p>Sustain stamina in listening to texts.</p> <p>Make connections within a book</p>	Build on Year 2.		Introduce children to a wider range of authors and contexts e.g. historical and cultural.	
	IMPLEMENTATION	Daily 20 mins per day in KS1 15 mins per day in KS2						
	PROGRESSION	Teachers choose from the Pie Corbett Reading spine (listed below) or from 'The Five Plagues of a Developing Reader'. Teachers have choice over books and can self-monitor the class diet.						

		<p>Rosie's Walk (Pat Hutchins)</p> <p>Six Dinner Sid (Inga Moore)</p> <p>Mrs Armitage on Wheels (Quentin Blake)</p> <p>Whatever Next (Jill Murphy)</p> <p>On the Way Home (Jill Murphy)</p> <p>Farmer Duck (Martin Waddell)</p> <p>Goodnight Moon (Margaret Wise Brown)</p> <p>Shhh! (Sally Grindley)</p> <p>Lost and found (Oliver Jeffers)</p> <p>The Rhyming Rabbit (Julia Donaldson)</p> <p>Mr Gumpy's Outing (John Burningham)</p> <p>Oi cat, Oi frog, Oi dog (Kes Gray)</p> <p>Owl Babies (Martin Waddell)</p> <p>The Gruffalo (Julia Donaldson)</p> <p>Handa's Surprise (Eileen Browne)</p>	<p>Avocado Baby (John Burningham)</p> <p>The Tiger Who Came to Tea (Judith Kerr)</p> <p>Knuffle Bunny (Mo Williams)</p> <p>Beegu (Alexis Deacon)</p> <p>Dogger (Shirley Hughes)</p> <p>Cops and Robbers (Alan and Janet Ahlberg)</p> <p>Elmer (David McKee)</p> <p>The Highway Rat (Julia Donaldson)</p> <p>Stick Man (Julia Donaldson)</p> <p>Cinnamon (Neil Gaiman)</p> <p>So Much (Trish Cooke)</p> <p>Peace at Last (Jill Murphy)</p> <p>Where the Wild Things Are (Maurice Sendak)</p> <p>The Elephant and the Bad Baby (Elfrida Vipont and Raymond Briggs)</p>	<p>Dr Xargl's Book of Earhlets (Jeanne Willis and Tony Ross)</p> <p>Not Now Bernard (David McKee)</p> <p>Tuesday (David Wiesner)</p> <p>The Flower (John Light)</p> <p>Gorilla (Anthony Browne)</p> <p>Emily Brown and the Thing (Cressida Cowell)</p> <p>Frog and Toad Together (Arnold Lobel)</p> <p>The Owl who was Afraid of the Dark (Jill Tomlinson)</p> <p>The Giraffe, the Pelly and Me (Roald Dahl)</p> <p>Fantastic Mr Fox (Roald Dahl)</p> <p>The Hodgeheg (Dick King-Smith)</p> <p>Flat Stanley (Jeff Brown)</p> <p>Willa and Old Miss Annie (Berlie Doherty)</p> <p>What a Waste (Jess French)</p> <p>Fantastically Great Women Who Changed the World (Kate Pankhurst)</p> <p>Traction Man is Here (Mini Grey)</p> <p>Meerkat Mail (Emily Gravett)</p> <p>Amazing Grace (Mary Hoffman)</p> <p>Pumpkin Soup (Helen Cooper)</p> <p>Who's Afraid of the Big Bad Book? (Lauren Child)</p>	<p>The Iron Man (Ted Hughes)</p> <p>The Battle of Bubble and Squeak (Philippa Pearce)</p> <p>Hansel and Gretel (Anthony Browne)</p> <p>Stone Age Boy (Satoshi Kitamura)</p> <p>The Fastest Boy in the World (Elizabeth Laird)</p> <p>Revolt Rhymes (Roald Dahl)</p> <p>Ted Hughes (The Iron Man)</p> <p>The Sheep-Pig (Dick King-Smith)</p> <p>The Abominables (Eva Ibbotson)</p> <p>The Lion, the Witch and the Wardrobe (C.S. Lewis)</p>	<p>The Snow Walker's Son (Catherine Fisher)</p> <p>Perry Angel's Suitcase (Glenda Millard)</p> <p>Voices in the Park (Anthony Browne)</p> <p>Bright Bursts of Colour (Matt Goodfellow)</p> <p>My Brother is a Superhero (David Solomans)</p> <p>Charlotte's Web (E.B. White)</p> <p>Why the Wales Came (Michael Morpurgo)</p> <p>The Firework-Maker's Daughter (Philip Pullman)</p>	<p>Tom's Midnight Garden (Philippa Pearce)</p> <p>There's a Boy in the Girl's Bathroom (Louis Sachar)</p> <p>The Railway Children (E Nesbit)</p> <p>The Wolves of Willoughby Chase (Joan Aitken)</p> <p>Varjak Paw (S.F. Said)</p> <p>Wolf Brother (Michelle Paver)</p> <p>Street Child (Berlie Doherty)</p> <p>The Midnight Fox (Betsy Byars)</p>	<p>Holes (Louis Sachar)</p> <p>Clockwork (Philip Pullman)</p> <p>The Hobbit (J.R.R. Tolkien)</p> <p>Skellig (David Almond)</p> <p>River Boy (Tim Bowler)</p> <p>Wonder (R. J. Palacio)</p> <p>Fireweed (Jill Paton Walsh)</p> <p>The Arrival (Shaun Tan)</p> <p>Once (Morris Gleitzman)</p> <p>Beyond the Bright Sea (Lauren Wolk)</p> <p>Orphans of the Tide (Struan Murray)</p> <p>A Web of Air (Philip Reeve)</p> <p>The Skylarks War (Hilary McKay)</p> <p>When Secrets Set Sail (Sita Brahmachari)</p>
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# Curriculum Progression Frameworks Reading



Strand	ASPECT	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>INDEPENDENT READING + HOME SCHOOL READING</b>	<b>INTENT</b>	Independently read phonetically decodable books matched to their phonic knowledge and skills. Enjoys a variety of books.	Independently read phonetically decodable books matched to their phonic knowledge and skills. Enjoys a variety of books.	Read age-appropriate books, from a given range, increasing stamina. Enjoys a variety of books.	Choose appropriate texts. Read for sustained periods of time. Increase the length and complexity of texts read. Enjoys a variety of books.	Choose appropriate texts. Read for sustained periods of time. Increase the length and complexity of texts read. Read short novels independently and with understanding by the end of year 4. Enjoys a variety of books.	Read age-appropriate books, including whole novels. Widen the range and challenge of books read, including texts from a wider literary heritage. Enjoys a variety of books.	Read age-appropriate books, including whole novels. Widen the range and challenge of books read, including texts from a wider literary heritage. Enjoys a variety of books.
	<b>IMPLEMENTATION</b>	<p>Sharing of books, library and bookshop visits and taking part in school-based reading challenges are promoted to encourage a wider exposure to books.</p> <p>One entry to be made in reading record per staff read, including a comment on success or next step "NEXT: "(Guided reading entries will be recorded with 'GR' by the TA or teacher who reads with them)</p> <p>Children should be able to read books with growing fluency at home, to enable positive reading experiences to happen with family. Parents are asked to record comments about their child's reading in their diaries at each read.</p>						
		<p>Decodable books selected based on pupil stage in Phonics programme. (Children will take home books to read that include the sounds that they have recently secured.)</p> <p>Read books first in school with an adult during guided reading to check suitability - Then sent home to practise reading it fluently. Books changed / set weekly. Children identified through half termly phonic assessments become target readers to be heard outside of guided reading – lowest 20% focus.</p> <p>Daily independent reading through provision.</p>	<p>Decodable books selected based on pupil stage in Phonics programme. (Children will take home books to read that include the sounds that they have recently secured.)</p> <p>Read books first in school with an adult during guided reading to check suitability - Then sent home to practise reading it fluently. Books changed / set weekly. Children identified through half termly phonic assessments become target readers to be heard outside of guided reading – lowest 20% focus.</p> <p>Daily independent reading</p>	<p>On entry into Y2, children will continue to follow the higher levels of the Phonics programme. For children will continue to read phonically decodable books based on pupil stage in the Phonics programme. Only the class teacher can assess the suitability for a child to move onto the next phonics book set through the half termly phonics assessment / observations in guided reading / Rhino Reader fluency assessments. Read books first in school with an adult during guided reading to check suitability - Then sent home to practise reading it fluently. Books changed / set weekly. Children identified through half termly phonic assessments become target readers to be heard outside of guided reading – lowest 20% focus.</p>	<p>For children working below ARE teachers continue to support book choice and monitor using SPARX reader Teachers monitor book choices to ensure texts are sufficiently challenging and a broad range of texts are read. Teachers will help children to make effective choices from library Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading. Lower 20% of children are monitored more closely through guided reading and some individual reading time with an adult.</p>	<p>Children choose independently from library areas. Teachers monitor book choices to ensure texts are sufficiently challenging and a broad range of texts are read. For children working below ARE, teachers continue to support book choice (either phonetically decodable books or higher-level book bands.) Lower 20% of children are monitored more closely through guided reading and some individual reading time with an adult. Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.</p>	<p>Children choose independently from library areas. Teachers monitor book choices to ensure texts are sufficiently challenging and a broad range of texts are read. For children working below ARE, teachers continue to support book choice (either phonetically decodable books or higher-level book bands.) Lower 20% of children are monitored more closely through guided reading and some individual reading time with an adult. Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.</p>	<p>Children choose independently from library areas. Teachers monitor book choices to ensure texts are sufficiently challenging and a broad range of texts are read. For children working below ARE, teachers continue to support book choice (either phonetically decodable books or higher-level book bands.) If in lowest 20%, or significantly below ARE, children will read individually with a school adult. Only the class teacher can assess the suitability for a child to move onto the next phonics book set / to AR / on to a higher AR level Book challenge? (To monitor whether they are continuing to challenge themselves and encounter an increasingly wide range of types of books. Lower 20% of children are reading with an adult once per week</p>

	<b>PROGRESSION</b>	See Phonics Progression document.	See Phonics Progression document.	Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.	Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.	Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.	Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.	Half termly SPARX assessment and instant feedback about comprehension each week will guide teachers in progressing children through the SPARX levels alongside allowing them book choice to develop their love of reading.
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# Curriculum Progression Frameworks Reading



Strand	ASPECT	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GUIDED READING/ READING INSTRUCTION</b>	<b>INTENT</b>	To teach the comprehension and decoding skills required to achieve age-related expectations as detailed in the National Curriculum. To enable children to draw from a range of reading strategies to support their fluency. See also Phonics Progression document, Re-Think Reading coverage sheets, Devon Education Services reading assessment grids and Fluency project guidance.						
	<b>IMPLEMENTATION</b>	Daily Phonics teaching sessions. Three Guided reading sessions taught weekly for each guided reading group to ensure independent application of phonics skills and knowledge and to develop reading comprehension skills using Rhino Readers. At teacher discretion, GR may be swapped for independent 1-to-1 reading with the class teacher on some weeks. GR routinely delivered as groups but can occasionally be as whole year groups - down to teacher discretion. Independent reading activities enabling children to practise and apply reading skills. Through shared reading as part of the teaching sequences for writing. Through individual reading.		Guided reading sessions weekly (teacher working with at least one group per day) to ensure independent application of phonics and decoding skills and knowledge and to develop reading comprehension skills (using a combination of Re-Think reading texts, reading fluency texts and texts) Routinely delivered as groups but can occasionally be whole class - down to teacher discretion. Independent reading activities enabling children to practise and apply reading skills. Through shared reading as part of the teaching sequences for writing. Through individual reading. Some written recording of responses to Guided reading sessions with follow up work about the text.				
	<b>PROGRESSION</b>	Texts are chosen to meet needs of different year groups and abilities. (See Re-Think Reading coverage, reading fluency text year group relevance and Phonics Progression document.) Children should be using texts at their year group's level unless not capable of phonetically decoding the texts.						
<b>Reading to learn across the curriculum.</b>	<b>INTENT</b>	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.	Listen to, discuss and read (at times independently), texts which develop their knowledge across the wider curriculum.	Listen to, discuss and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.			
	<b>IMPLEMENTATION</b>	Children will be exposed to a range of non-fiction information texts, linked to different subjects, which they are studying. (Shared reading and independent reading.) In addition, children may use online research.						
	<b>PROGRESSION</b>	Children are exposed to quality, age-appropriate texts that enhance the rest of the curriculum.						
<b>Assessment of reading</b>	<b>ASSESSMENT EVIDENCE</b>	Implement phonics assessments each half term and Rhino Reader fluency assessments as required. Implement practice phonics screening checks – half termly. Observations of children's independent reading and learning. Reading records. Assessments against ELGs.	Implement phonics assessments each half term and Rhino Reader fluency assessments as required. Implement practice phonics screening checks – half termly. Observations of children's independent reading and learning. Reading records. Assessments against ELGs.	Implement phonics assessments each half term and Rhino Reader fluency assessments as required. Implement practice phonics screening checks – half termly. Observations of children's independent reading and learning. Reading records. Assessments against ELGs.	Observations of children's independent reading learning. Reading records. Guided reading. NTSA reading tests. Written response to reading. Reading conferences with children. SPARX weekly feedback about how the child is doing with the comprehension check ins	Observations of children's independent reading and learning. Reading records. Guided reading. Written response to reading. Reading conferences with children. SATS practice papers. End of year National Curriculum Assessments.		

			NTSA termly assessment	NTSA termly assessment		
	<b>ASSESSMENT EXPECTATIONS</b>	Assess against age related expectations as outlined in the Babcock reading grids and using phonic assessments where relevant. Summative judgement each term as WTS, EXS, GDS – based on teacher assessment and NTSA results Identification of children needing more reading support ongoing.				

## Curriculum Progression Frameworks Reading



### DETAILED READING CURRICULUM BY YEAR GROUP

At the end of year 1, a reader will have been encouraged to choose to read for pleasure, to choose books that they want to share with an adult and will have been challenged to explain their understanding of every text they read. By the end of year 1, we will have ensured that they have learnt to read texts independently which are well matched to their phonics ability with increasing fluency.

Strand	Year 1 Autumn	Year 1 Spring	Year 1 Summer
<b>Reading for pleasure</b>	Participate actively in listening and sharing a wide range of books.	Participate actively in listening and sharing a wide range of books. Choose to read.	Participate actively in listening and sharing a wide range of books. Choose to read.
<b>Reading to children (texts and frequency)</b>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine. Books can be re-read for familiarity purposes at any point over the term.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine. Books can be re-read for familiarity purposes at any point over the term.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine. Books can be re-read for familiarity purposes at any point over the term.</i>
<b>Phonics/ Book band</b>	Children's progression is matched to phonics knowledge and skills. (See Phonics Progression document)		

<p>Decoding (from Babcock LDP's 'Evidence Gathering Grids')</p>	<p>Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately</p>	<p>Revisit and build on Autumn Term Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately</p>	<p>Revisit and build on Spring Term Apply phonic knowledge and skills to decode words: Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately</p>
<p>Comprehension (from Babcock LDP's 'Evidence Gathering Grids')</p>	<p style="text-align: center;"><b>Revisit: EYFS</b> <b>Teach</b></p> <ul style="list-style-type: none"> <li>- <b>Predict</b> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book; recognise and join in with predictable phrases; retell familiar stories and rhymes and talk about their key features</li> <li>- <b>Clarify</b> - discuss word meanings, making links to known vocabulary -</li> <li><b>Question</b> - raise simple questions about texts they read and that are read to them</li> <li>- <b>Summarise</b> - link title to key events in a text</li> </ul>	<p style="text-align: center;"><b>Revisit</b></p> <ul style="list-style-type: none"> <li>- <b>Predict</b> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book; retell familiar stories and rhymes and talk about their key features</li> <li>- <b>Clarify</b> - discuss word meanings, making links to known vocabulary.</li> </ul> <p style="text-align: center;"><b>Teach</b></p> <ul style="list-style-type: none"> <li>- <b>Retrieve</b> - answer simple, information retrieval questions about texts -</li> <li><b>Infer</b> - in texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. how a character feels, why a character does something</li> </ul>	<p style="text-align: center;"><b>Revisit</b></p> <ul style="list-style-type: none"> <li>- <b>Predict</b> - with support can link own experiences to what they read; make predictions about reading from a title and front cover of a book</li> <li>- <b>Infer</b> - in texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g., how a character feels, why a character does something.</li> <li>- <b>Question</b> - raise simple questions about texts they read and that are read to them</li> <li>- <b>Clarify</b> - discuss word meanings, making links to known vocabulary -</li> <li><b>Retrieve</b> - answer simple, information retrieval questions about texts -</li> <li><b>Summarise</b> - link title to key events in a text</li> </ul> <p style="text-align: center;"><b>Teach</b></p> <ul style="list-style-type: none"> <li>- <b>Predict</b> on the basis of what has been read so far</li> </ul>
<p>Texts for guided reading (from Twinkl Phonics books)</p>	<p>EYFS, Year 1 and Year 2 follow the Twinkl guidance about reading books and when children should progress to the next level. Half termly phonic assessments and fluency assessments if required will guide teachers to making suitable choices for guided reading texts. Children will only read texts that are in line with the phonics that they are learning and able to confidently apply.</p>		

# Curriculum Progression Frameworks Reading



At the end of year 2 a reader will have been encouraged to develop the use of inference skills to understand what they read, to read independently with increasing stamina and have been challenged to explain their preferences in reading. By the end of year 2 we will have ensured that they have learnt to read independently and fluently at an age appropriate level.

Strand	Year 2 Autumn	Year 2 Spring	Year 2 Summer
<b>Reading for pleasure</b>	Read independently, demonstrating increasing stamina.	Read independently, demonstrating increasing stamina. Show developing choices through book choice.	Read independently, demonstrating increasing stamina. Show developing choices through book choice.
<b>Reading to children (texts and frequency)</b>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p> <p><i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p> <p><i>Books can be re-read for familiarity purposes at any point over the term.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p> <p><i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p> <p><i>Books can be re-read for familiarity purposes at any point over the term.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p> <p><i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p> <p><i>Books can be re-read for familiarity purposes at any point over the term.</i></p>
<b>Phonics/ Book band</b>	<p>Children's progression is supported by Level 6 books. (Pupils reading below ARE on entry to Y2 continue to read books matched to their phonics knowledge and skills -see phonics progression document.) Accelerated Reader if appropriate.</p>		
<b>Decoding (from Babcock LDP's 'Evidence Gathering Grids')</b>	<p>Apply phonic knowledge and skills to decode words. Blend sounds in words using taught graphemes Recognise alternative sounds for graphemes Read further common exception words</p>	<p>Revisit and build on Autumn Term Read words containing common suffixes</p>	<p>Revisit and build on Spring Term Read most words quickly and accurately Read aloud books closely matched to their improving phonic knowledge Re read books to improve fluency and confidence</p>
<b>Comprehension (from Babcock LDP's 'Evidence Gathering Grids')</b>	<p><b>Teach</b> <b>Predict</b> – Predict what might happen on the basis of what has been read so far. <b>Clarify</b> – Discuss and clarify the meanings of words to understand texts further. <b>Question</b> – Ask and answer questions about a text <b>Summarise</b> – Identify and explain the sequence of events in texts</p>	<p><b>Predict</b> – Predict what might happen on the basis of what has been read so far. <b>Question</b> – Ask and answer questions about a text <b>Summarise</b> – Identify and explain the sequence of events in texts</p> <p><b>Teach</b> <b>Clarify</b> – Discuss and clarify the meanings of words to understand texts further. In familiar books, check that it makes sense. <b>Infer</b> – Make inferences from texts that they read on the basis of what is being said and done, and cause and effect.</p>	<p><b>Predict</b> – Predict what might happen on the basis of what has been read so far. <b>Question</b> – Ask and answer questions about a text <b>Summarise</b> – Identify and explain the sequence of events in texts</p> <p><b>Teach</b> <b>Clarify</b> – Identify simple language in stories and poetry. Discuss favourite words and phrases and their impact on meaning. <b>Infer</b> – Make inferences from texts that they read themselves, drawing on what they already know or on background information or vocabulary provided by the teacher/.</p>

<b>Texts for guided reading (from Babcock LDP's 'Rethink Reading' and Reading Fluency Project)</b>	Y2: Clown Fish by Mari Schuh Y2: A Tale of Two Beasts by Fiona Robertson Y2: The Tale of Little Red Riding Hood by Tony Bradman Y2: Danny Dreadnought Saves the World by Jonathan Emmett and Martin Chatterton Y2: Guess Who, Haiku by Deanna Caswell and Bob Shea Y2: Man on the Moon (a day in the life of Bob) by Simon Bartram Y2: <b>Something Else by Kathryn Cave and Chris Riddell</b> Y2: Turbo Tortoise by Steve Cole and Sam Church (Y2 high) Y2: Look Inside a Pond by Louise Spilsury Y2: Very Little Cinderella by Teresa Heapy and Sue Heap Y2: <b>Finn MacCool by John Dougherty and Lee Cosgrove</b> Y2: <b>Beware of Boys Tony Blundell</b> Y2: <b>Tidy by Emily Gravett</b>	Stella and Marigold (2) The Paperbag Princess (2) Prince Cinders (2) The Princess and the Peas (2) Sofia Valez, Future Prez (2) The Day the Crayons Quit (2) Footprints in the Snow (2) Yours Sincerely, Giraffe (2) Great Animal Journeys (2)
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## Curriculum Progression Frameworks Reading



At the end of year 3 a reader will have been encouraged to read longer texts independently, which they have chosen themselves and have been challenged to explain and justify their understanding with reference to texts. By the end of year 3 we will have ensured that they will have learnt to engage actively in book discussion.

Strand	Year 3 Autumn	Year 3 Spring	Year 3 Summer
<b>Reading for pleasure</b>	Read for a range of purposes independently Choose appropriate texts with support	Read for a range of purposes independently Choose appropriate texts with support Demonstrate engagement with reading	Read for a range of purposes independently Choose appropriate texts with support Demonstrate engagement with reading Read for sustained periods of time
<b>Reading to children (texts and frequency)</b>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>
<b>Phonics/ Book band</b>	Children's progression is supported by Accelerated Reader and Star Assessments. (Pupils reading below ARE on entry to Y3 continue to read books matched to their phonics knowledge and skills -see phonics progression document.)		

<p><b>Decoding (from Babcock LDP's 'Evidence Gathering Grids')</b></p>	<p>Read age-appropriate books, sounding out unfamiliar words and beginning too self-correct.</p> <p>Read accurately, automatically and without undue hesitation including words of undue hesitation including words of 2 or more syllables, words containing common suffixes and most common exception words.</p> <p>Recap Y2 suffixes (-es, -er, -ed, -ing)</p> <p>Recap Y2 prefixes (un-, dis-)</p> <p>Apply growing knowledge of:</p> <p>root words,</p> <p>prefixes (mis, re)</p> <p>Read the GPCs 'ei', 'eigh', 'aigh', 'ey'</p> <p>Read further exception words</p> <p>Start to use dictionaries/thesaurus with help, to find meanings of unknown words</p>	<p>Read age-appropriate books, sounding out unfamiliar words and beginning to self-correct.</p> <p>Read accurately, automatically and without undue hesitation including words of undue hesitation including words of 2 or more syllables, words containing common suffixes and most common exception words.</p> <p>Read most words quickly and accurately without blending out loud</p> <p>Recap Y2 suffixes (-ness, -ful)</p> <p>Apply growing knowledge of root words,</p> <p>Prefixes (sub-, tele-, super-, auto-)</p> <p>to read aloud and understand the meanings of new words.</p> <p>Read further exception words</p> <p>Start to use dictionaries/thesaurus with help, to find meanings of unknown words</p>	<p>Read age-appropriate books, sounding out unfamiliar words and beginning to self-correct.</p> <p>Read accurately, automatically and without undue hesitation including words of undue hesitation including words of 2 or more syllables, words containing common suffixes and most common exception words.</p> <p>Read most words quickly and accurately without blending out loud</p> <p>Begin to read silently with understanding</p> <p>Revise all suffixes learnt so far (-ed, -ing, -s, -es, -ness, -ful, -less) Apply growing knowledge of root words,</p> <p>Suffixes (-ly)</p> <p>to read aloud and understand the meanings of new words.</p> <p>Read the GPCs (l) – 'myth', 'cygnet', 'gym', 'pyramid'</p> <p>Read further exception words</p> <p>Use dictionaries/thesaurus with guidance, to find meanings of unknown words</p>
<p><b>Comprehension (from Babcock LDP's 'Evidence Gathering Grids')</b></p>	<p><b>Teach</b></p> <p><b>Predict</b> – Can predict what might happen from clues in what I have read. <b>Clarify</b> – Can discuss words in the books that I read that excite me.</p> <p><b>Question</b> – I can identify words/phrases in a paragraph that I do not understand.</p> <p><b>Summarise</b> – I can tell someone about the main ideas in a paragraph.</p>	<p><b>Predict</b> – Can predict what might happen from clues in what I have read. <b>Clarify</b> – Can discuss words in the books that I read that excite me.</p> <p><b>Teach</b></p> <p><b>Clarify</b> – I can identify repetition, similes and alliteration.</p> <p><b>Question</b> – I can ask questions about a text to help me understand them.</p> <p><b>Retrieve</b> – Use non-fiction texts to find out information about a subject.</p> <p><b>Infer</b> – I can work out how the character in a text is feeling by the action that they take and can explain how I know.</p>	<p><b>Predict</b> – Can predict what might happen from clues in what I have read.</p> <p><b>Infer</b> – I can work out how the character in a text is feeling by the action that they take and can explain how I know.</p> <p><b>Teach</b></p> <p><b>Retrieve</b> – Use non-fiction texts to find out information about a subject.</p> <p><b>Compare</b> – I can identify and compare a range of characters and themes in a text.</p>
<p><b>Texts for guided reading (from Babcock LDP's 'Rethink Reading' and Reading Fluency Project)</b></p>	<p>Y3-4: Generic session: extending breadth of reading and expressing views on books verbally and in writing</p> <p>Y3-4: The Pea and The Princess by Mini Grey</p> <p>Y3-4: All the King's Tights (Early Readers - red) by Maudie Smith</p> <p>Y3-4: Generic session: extending breadth of reading and expressing views on books verbally and in writing</p> <p>y3-4: <i>Out for the Count</i> by Anne Fine</p> <p>Y3-4: <i>The Penguin in Lost Property</i> by Jan Dean (part of a collection by the same name by Jan Dean and Roger Stevens)</p> <p>Y3-4: Welcome to the Rock Pool (Living Things and Their Habitats) by Ruth Owen</p> <p>Y3-4: Generic session: extending breadth of reading and expressing views on books verbally and in writing</p> <p>Y3-4: The Cat, The Dog, Little Red, The Exploding Eggs, The Wolf and Grandma's Wardrobe by Diane and Christyan</p> <p>Y3-4: Squishy McFluff The Invisible Cat by Pip Jones and Ella Okstead</p> <p>Y3-4: <i>In Your Dreams (Short Too)</i> by Kevin Crossley-Holland</p>		<p><i>The Snow Dragon (2)</i></p> <p><i>The Story of Life (2)</i></p> <p><i>Rabbit and Bear (2)</i></p> <p><i>Up in the Garden and Down in the Dirt (2)</i></p> <p><i>The Princess and the Bowling Ball (2)</i></p> <p><i>Little Red Riding Hood and The Wolf (2)</i></p> <p><i>Above and Below (2)</i></p> <p><i>The Tortoises' Picnic (2)</i></p> <p><i>Poo (2)</i></p> <p><i>Oliver and the Seawigs (2)</i></p> <p><i>Fantastically Great Women (2)</i></p> <p><i>Pebble in my Pocket (2)</i></p>

# Curriculum Progression Frameworks Reading



At the end of year 4 a reader will have been encouraged to read for a sustained periods of time, including chapter books and have been challenged to explain their understanding of texts including impact of language choices on meaning. By the end of year 4 we will have ensured that they will have learnt to connect ideas within and between texts.

Strand	Year 4 Autumn	Year 4 Spring	Year 4 Summer
<b>Reading for pleasure</b>	Revisit and build on Year 3 Engaging actively in book discussion	Revisit and build on Year 3 Engaging actively in book discussion Respond to reading in a written form	Revisit and build on Year 3 Engaging actively in book discussion Respond to reading in a written form
<b>Reading to children (texts and frequency)</b>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>	Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.  <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i>
<b>Phonics/ Book band</b>	Children's progression is supported by Accelerated Reader and Star Assessments. (Pupils reading below ARE on entry to Y4 continue to read books matched to their phonics knowledge and skills -see phonics progression document.)		
<b>Decoding (From Babcock LDP's 'Evidence Gathering Grids')</b>	Revisit Year 2 strategies Teach how to decode most new words outside of spoken vocabulary  Apply growing knowledge of: Root words Prefixes (in-, il-, im-, ir-) Revise rare GPC – 'ei', 'eigh', 'ey' GPC – 'ure' enclosure, treasure, measure, pleasure Use a dictionary, with guidance, to look up the meaning of unknown words.	Revisit Year 2 strategies Teach how to decode most new words outside of spoken vocabulary Read longer words with support Use the context of a sentence to read unfamiliar words  Apply growing knowledge of: Root words Prefixes (anti-, inter-) Use a dictionary to look up the meaning of unknown words.	Revisit Year 2 strategies Teach how to decode most new words outside of spoken vocabulary Read longer words with support Use the context of a sentence to read unfamiliar words Self-correct consistently  Apply growing knowledge of: Root words Suffix (-ous) Revise previously learnt prefixes Confidently use a dictionary independently to check the meaning of unknown words
<b>Comprehension (from Babcock LDP's 'Evidence Gathering Grids')</b>	<b>Recap</b> <b>Summarise</b> – I can understand the main ideas in a paragraph  <b>Teach</b> <b>Predict</b> – I can predict what will happen in a text using details I have already read to help me. <b>Clarify</b> – I can discuss words and phrases that excite me in the books that I read and those that capture the reader's interest. <b>Question</b> – I can ask questions about what I have read to help me understand a complicated text.	<b>Predict</b> – I can predict what will happen in a text using details I have already read to help me. <b>Clarify</b> – I can discuss words and phrases that excite me in the books that I read and those that capture the reader's interest.  <b>Teach</b> <b>Predict</b> – I can identify themes and conventions in a wide range of books. <b>Clarify</b> – I can use dictionaries to check the meanings of words I have read. <b>Question</b> – I can ask reasoned questions to improve my understanding of a text <b>Summarise</b> – I can summarise what has happened in a text using themes from paragraphs to help me.	<b>Teach</b> <b>Predict</b> – I can justify my predictions with evidence <b>Clarify</b> – I can explain why the author has used repetition, similes or alliteration <b>Summarise</b> – I can identify main ideas drawn from more than one paragraph and summarise these. <b>Infer</b> – I can tell by what I have read how a character is feeling and thinking by the action they have taken. I can show you the parts of the text that tell me this.

<p><b>Texts for guided reading (from Babcock LDP's 'Rethink Reading' and Reading Fluency Project)</b></p>	<p>Y3-4: Generic session: extending breadth of reading and expressing views on books verbally and in writing  <b>Y3-4: The Julian Stories by Ann Cameron</b>  Y3-4: Tropical Rainforests (Amazing Habitats) by Leon Gray  Y3-4: In Your Dreams from the collection Short Too! by Kevin Crossley-Holland  <b>Y3-4: The Frozen Man by Kit Wright</b>  Y3-4: The Lion and the Unicorn by Shirley Hughes  Y3-4: Penguins by Penelope Arlon and Tory Gordon-Harris  <b>Y3-4: Weeds by Norman Nicholson</b>  <b>Y3-4: The Butterfly Lion by Michael Morpurgo</b></p>	<p>No Ideas George (2)  Diary of a Killer Cat (2)  The Wild Robot (2)  A Bored Giraffe (2)  Paddington Helps Out (2)  Cloud Tea Monkeys (2)  Moominland Midwinter (2)  Ice Palace (2)</p>
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## Curriculum Progression Frameworks Reading

At the end of year 5 a reader will have been encouraged to broaden the range of text, authors and genres that they read independently and have been challenged to explore more challenging themes and ideas. By the end of year 5 we will have ensured that they will have learnt to make comparisons within and across texts.

Strand	Year 5 Autumn	Year 5 Spring	Year 5 Summer
<p><b>Reading for pleasure</b></p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.  Recommend books they have read to their peers, giving reasons for their choices.</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.  Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading.</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.  Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading.  Read longer books for more sustained periods of time.</p>
<p><b>Reading to children (texts and frequency)</b></p>	<p>Teachers select from the list of books for their year groups on the reading spine.  Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.   <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine.  Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.   <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine.  Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.   <i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p>
<p><b>Phonics/ Book band</b></p>	<p>Children's progression is supported by Accelerated Reader and Star Assessments.  (Pupils reading below ARE on entry to Y5 continue to read books matched to their phonics knowledge and skills -see phonics progression document.)</p>		
<p><b>Decoding (From Babcock LDP's 'Evidence Gathering Grids')</b></p>	<p>Revisit Year 4 strategies to clarify  Read age-appropriate books with confidence and fluency, including whole novels.   Apply their growing knowledge of root words to both read aloud and understand the meanings of the new words that they meet.  Letter strings – 'ough'  Silent letters  Plurals  Hyphens</p>	<p>Revisit Year 4 strategies to clarify  Read age-appropriate books with confidence and fluency, including whole novels. Use a range of reading strategies to work out any unfamiliar words   Apply their growing knowledge of root words to both read aloud and understand the meanings of the new words that they meet.  GPCs – 'bruise', 'guarantee', 'immediately', 'vehicle', 'yacht'</p>	<p>Revisit Year 4 strategies to clarify  Read age-appropriate books with confidence and fluency, including whole novels. Use a range of reading strategies to work out any unfamiliar word  Read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience   Apply their growing knowledge of:  root words  Problem suffixes ('ous', 'ing', 'ed', 'es', 'ies')  to both read aloud and understand the meanings of the new words that they meet.</p>

<p><b>Comprehension (from Babcock LDP's 'Evidence Gathering Grids')</b></p>	<p><b>Predict</b> – I can predict what might happen in increasingly complex texts. <b>Clarify</b> – I can give meanings of words in context.</p> <p><b>Question</b> – I can ask questions to improve my understanding</p> <p><b>Summarise</b> – I can identify and summarise main ideas from across the text. <b>Infer</b> – I can explain a character's thoughts, feelings and actions.</p> <p><b>Compare</b> – I can listen to, read and discuss an increasingly wide range of fiction, non-fiction, poetry, plays and reference books.</p>	<p><b>Predict</b> - I can predict what might happen in increasingly complex texts. <b>Infer</b> – I can explain a character's thoughts, feelings and actions.</p> <p><b>Teach</b></p> <p><b>Predict</b> – I can justify my predictions with evidence.</p> <p><b>Clarify</b> – I can clarify concepts and ideas at sentence, paragraph and whole text level. <b>Question</b> – I can ask sensible and interesting questions about the text to help me understand them more.</p> <p><b>Summarise</b> – I can identify key details that support main ideas using quotation for illustration.</p> <p><b>Infer</b> – I can explain my thoughts with evidence from the text.</p> <p><b>Compare</b> – I can participate in discussions about books that are read to me, and those that I can read, building on other's ideas and challenging views courteously.</p>	<p><b>Predict</b> - I can predict what might happen in increasingly complex texts. <b>Question</b> – I can ask sensible and interesting questions about the text to help me understand them more.</p> <p><b>Teach</b></p> <p><b>Summarise</b> – I can retrieve, record and present key information from non-fiction. <b>Compare</b> – I can discuss and compare events, issues and characters within a book, and within plots of stories, poems and information texts.</p> <p><b>Clarify</b> – I can talk about how authors use language, including figurative language and the impact it has on the reader, and find examples in the text.</p>
<p><b>Texts for guided reading (from Babcock LDP's 'Rethink Reading' and Reading Fluency Project)</b></p>	<p>Y5-6: Generic session: author study and themes  Y5-6: <i>Jabberwocky from Classic Poetry</i>  Y5-6: Generic session: author study and themes  Y5-6: <i>DKfindout! Pirates by E. T. Fox</i>  Y5-6: <i>The Fib and Other Stories by George Layton</i>  Y5-6: <i>The House of Air by Phillip Gross</i>  Y5-6: <i>Way Home by Libby Hathorn and Gregory Rogers</i>  Y5-6: Mr. William Shakespeare's Plays presented by Marcia Williams  Y5-6: <i>Mushrooms by Sylvia Plath</i>  Y5-6: <i>Bluebottle by Judith Nicholls</i>  Y5-6: <i>The Apple-Raid by Vernon Scannell</i>  Y5-6: <i>Instructions by Neil Gaiman</i></p>	<p>Sunflower (2)  Who's Who (2)  The Nowhere Emporium (2)  Room for One More (2)  The Explorer (2)  When we walked on the moon (2)  Wonder Garden (2)  Crime Doesn't Pay (2)  Eren (2)  2052 (2)  A Stellar Job (2)  Survivors (2)</p>	

# Curriculum Progression Frameworks Reading



At the end of year 6 a reader will have well developed preferences in reading but have been encouraged to read a wide range of texts, including those from literary heritage and whole novels and have been challenged to demonstrate their understanding of reading in the written form.  
By the end of year 6 we will have ensured that they will have learnt to explore and explain the meaning of words in context.

Strand	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Reading for pleasure	Revisit and build on Year 5 curriculum Engage actively in book discussions with and without adult support	Revisit and build on Year 5 curriculum Engage actively in book discussions with and without adult support Respond to reading in a written form, beginning to develop a critical stance	Revisit and build on Year 5 curriculum Engage actively in book discussions with and without adult support Respond to reading in a written form, beginning to develop a critical stance Complete a wider range of more challenging and lengthier books

<p><b>Reading to children (texts and frequency)</b></p>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p> <p><i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p> <p><i>Teachers to read any more of their choice, as long as they are not contained in another reading spine.</i></p>	<p>Teachers select from the list of books for their year groups on the reading spine. Due to mixed-age classes, teachers should check that texts which are read to ensure that children do not repeat these texts. Teachers in R/1 for instance can select from Reception and 1. Teachers in 1/2 can select from 1 and 2. All texts which are read to children in each term should be uploaded to this document in the google drive.</p>
<p><b>Phonics/ Book band</b></p>	<p>Children’s progression is supported by Accelerated Reader and Star Assessments. (Pupils reading below ARE on entry to Y6 continue to read books matched to their phonics knowledge and skills -see phonics progression document.)</p>		
<p><b>Decoding (From Babcock LDP’s ‘Evidence Gathering Grids’)</b></p>	<p>Build on Year 5, ensuring application across the curriculum Read age-appropriate books, with confidence and fluency including whole novels</p> <p>Apply their growing knowledge of root words to both read aloud and understand the meanings of the new words that they meet. Word endings –able, ‘ible, -ably, -ibly, -cious, -tious</p> <p>Adding suffixes beginning with vowels to words ending in ‘fer’</p>	<p>Build on Year 5, ensuring application across the curriculum Read age-appropriate books, with confidence and fluency including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar words</p> <p>Apply their growing knowledge of root words to both read aloud and understand the meanings of the new words that they meet. Revise ‘ough’</p> <p>Word endings ‘cial’, ‘tial’</p> <p>Generating words from prefixes and roots</p>	<p>Build on Year 5, ensuring application across the curriculum Read age-appropriate books, with confidence and fluency including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar words Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Apply their growing knowledge of root words to both read aloud and understand the meanings of the new words that they meet. Word endings – ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’, ‘ency’</p>
<p><b>Comprehension (from Babcock LDP’s ‘Evidence Gathering Grids’)</b></p>	<p><b>Teach</b></p> <p><b>Predict</b> - I can predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres.</p> <p><b>Clarify</b> – I can understand how language, structure and presentation contribute to meaning.</p> <p><b>Question</b> – I can ask and answer questions to improve understanding of themes and authorial intent.</p> <p><b>Summarise</b> – I can show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views.</p>	<p><b>Clarify</b> – I can understand how language, structure and presentation contribute to meaning</p> <p><b>Predict</b> - I can predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres.</p> <p><b>Question</b> – I can ask and answer questions to improve understanding of themes and authorial intent.</p> <p><b>Summarise</b> – I can show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views.</p> <p><b>Teach</b></p> <p><b>Clarify</b> – I can talk about how the authors use language, including figurative language, and the effect that it has on the reader.</p> <p><b>Infer</b> – I can fully explain my views with reasons and evidence from the text.</p>	<p><b>Predict</b> - I can predict what might happen in increasingly complex texts using evidence such as themes, conventions, knowledge about the author and genres.</p> <p><b>Clarify</b> – I can talk about how the authors use language, including figurative language, and the effect that it has on the reader.</p> <p><b>Question</b> – I can ask and answer questions to improve understanding of themes and authorial intent.</p> <p><b>Summarise</b> – I can show my understanding of texts by summarising the main ideas over a paragraph, or number of paragraphs, finding key details as evidence to support my views.</p>
<p><b>Texts for guided reading (from Babcock LDP’s ‘Rethink Reading’ and Reading Fluency Project)</b></p>	<p>Y5-6: Generic session: author study and themes Y5-6: <i>Work and Play in Collected Poems for Children by Ted Hughes</i> Y5-6: Guess (from The Shadow Cage and Other Tales of the Supernatural) by Philippa Pearce Y5-6: Generic session: author study and themes Y5-6: Mysteries of Çatalhöyük: An Archaeological Investigation [online] by the Science Museum of Minnesota Y5-6: Varmints (part one) by Helen Ward and Marc Craste Y5-6: <i>A Drove of Bullocks by Patrick George</i> Y5-6: Generic session: author study and themes Y5-6: The Promise by Nicola Davies and Laura Carlin Y5-6: <i>FArTHER by Grahame Baker-Smith</i> Y5-6: The Viewer by Gary Crew and Shaun Tan Y5-6: <i>The Snow Queen by Hans Christian Andersen</i> Y5-6: <i>Silver by Walter de la Mare</i></p>		<p>Cave Rescue (2) Sky Song (2) The Silk Roads (2) The Graveyard Book (2) The Immortal Fly is Tired (2) The Birds’ Annual Beauty Contest (2) The Nameless Holiday (2)</p>

