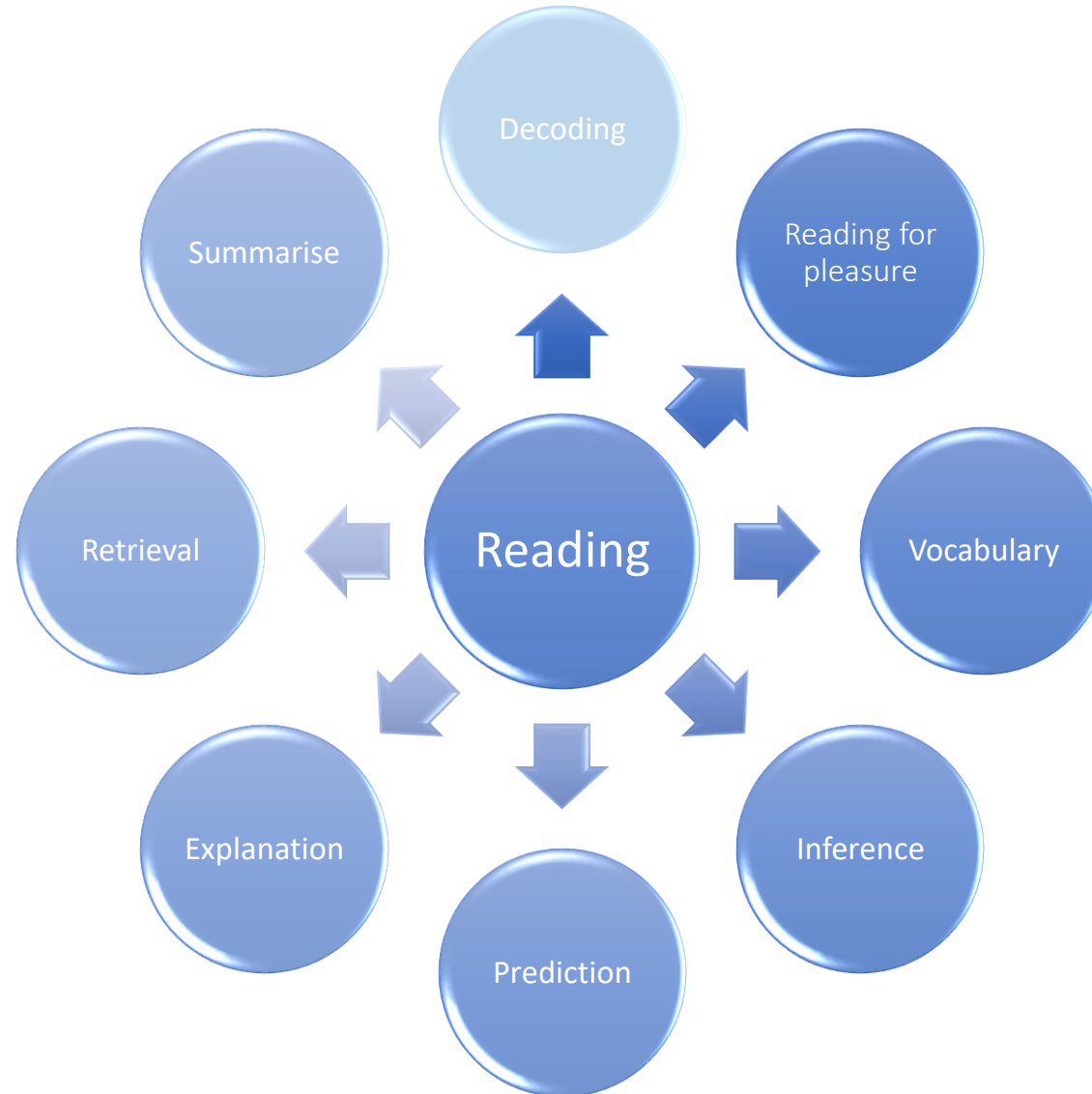


# Reading Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>How to wash a woolly mammoth by Michelle Robinson</p> <p>Ug: Boy Genius of the Stone Age by Raymond Briggs</p>	<p>The Fossil by Tami Reis-Frankfort</p> <p>Escape from Pompeii by Christina Balit</p>	<p>Krindlekrax by Philip Ridley</p>	<p>Greek Myths for Children by Marcia Williams including: Theseus and the Minotaur Perseus and the Gorgon's Head, Pandora's Box</p>	<p>Ocean Meets Sky by the Fab Brothers</p> <p>The River by Hanako Clulow</p> <p>The River by Tom Percival</p>	<p>Charlie and the Chocolate Factory by Roald Dahl</p>
Year 4	<p>The Roman Empire by Imogen Greenberg.</p>	<p>Assorted Poetry</p>	<p>Beowulf by Michael Morpurgo</p>	<p>Demon Dentist by David Walliams</p>	<p>Clockwork by Philip Pullman</p>	<p>The Land of Neverbelieve by Norman Messenger</p>
Year 5	<p>Harriet Vs the Galaxy by Samantha Baines</p>	<p>Different texts based on the Egyptians</p>	<p>Diver's Daughter- A Tudor Story by Patrice Lawrence</p>	<p>Varied Picture Books</p>	<p>Tom's Midnight Garden by Phillippa Pearce (graphic novel by Edith)</p>	<p>Different texts based on transport and rollercoasters</p>
Year 6	<p>Street Child by Berlie Doherty</p>	<p>Polar Bear's Explorers Club by Alex Bell</p>	<p>Letters from the Lighthouse by Emma Carroll</p>	<p>The Explorer by Katherine Rundell</p>	<p>Holes by Louis Sacher</p>	

# Reading Key Concepts



# Reading Progression Map - Decoding

<b>3</b>	<ul style="list-style-type: none"><li>• Read words with contractions</li><li>• Read accurately by blending sounds in words</li><li>• Read accurately words of more than two syllables</li><li>• Read words containing common suffixes</li><li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 'dis-', 'mis-', 'in-', 'il-', 'im-', 'ir-', '-ly')</li><li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', 'ation', '-ous')</li><li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of Year 5 spellings</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of Year 6 spellings</li></ul>

# Reading Progression Map – Reading for Pleasure

<b>3</b>	<ul style="list-style-type: none"><li>• With adult support, choose books from the classroom or library to read independently, with a friend or with an adult at home or school.</li><li>• Enjoy the class book corner and school library with support.</li><li>• Share books with parents and record home reading in a reading diary with support.</li><li>• Listen to a book read by a class teacher or adult in school regularly.</li><li>• Talk about reading with other children in class in guided conversation.</li><li>• Perform stories, poems and plays.</li><li>• Choose an appropriate AR book with adult support.</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>•With adult support if needed, choose books from the classroom or library to read independently, with a friend or with an adult at home or school.</li><li>•Enjoy the class book corner and school library independently.</li><li>•Share books with parents and adults in class, recording reading in a reading diary.</li><li>•Listen to a book read by a class teacher or adult in school regularly, asking questions to check understanding.</li><li>•Talk about reading and opinions with other children in class in guided conversation.</li><li>•Perform stories, poems and plays to an audience.</li><li>•Choose an appropriate AR book with adult support if needed.</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>•With increasing independence, choose books from the classroom or library to read independently, with a friend or with an adult at home or school.</li><li>•Enjoy the class book corner and school library independently and discuss book picks with other children.</li><li>•Share books with parents and adults in class, recording home reading in a reading diary independently.</li><li>• Listen to a book read by a class teacher or adult in school regularly, engaging in conversations about the book.</li><li>•Talk about reading and opinions with other children in class when prompted.</li><li>•Perform stories, poems and plays for different purposes.</li><li>•Choose an appropriate AR book with increasing independence.</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>•Independently choose books from the classroom or library to read for a range of purposes.</li><li>•Enjoy the class book corner and school library independently and make appropriate recommendations to other children.</li><li>•Share books with parents and adults in class, recording home reading in a reading diary independently.</li><li>•Listen to a book read by a class teacher or adult in school regularly, making connections and identifying themes.</li><li>•Talk about reading and opinions with other children in class freely.</li><li>•Perform stories, poems and plays for different purposes.</li><li>•Choose an appropriate AR book independently.</li></ul>



# Reading Progression Map – Vocabulary

3	<ul style="list-style-type: none"><li>• Use dictionaries to check the meaning of words that they have read.</li><li>• Use known strategies appropriately to establish meaning, in books that can be read independently.</li><li>• Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context.</li></ul>
4	<ul style="list-style-type: none"><li>• Use dictionaries to check the meaning of words that they have read. Use known strategies appropriately to establish meaning.</li><li>• Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context.</li><li>• Discuss understanding as it develops and explain the meaning of words in context.</li></ul>
5	<ul style="list-style-type: none"><li>• Use contextual and genre knowledge to determine alternate meanings of known words.</li></ul>
6	<ul style="list-style-type: none"><li>• Identify and comment on genre specific language features used in age-appropriate texts, e.g. shades of meaning between similar words.</li></ul>



# Reading Progression Map – Inference

3	<ul style="list-style-type: none"><li>•Discuss the actions and relationships of the main characters and justify views using evidence from the text</li><li>•Discuss the relationship between characters based on dialogue</li><li>•Use clues from action, dialogue and description to establish meaning</li><li>•Identify themes and conventions in a range of books</li></ul>
4	<ul style="list-style-type: none"><li>•Empathise with different characters' points of view (implicit and explicit)</li><li>•Identify the use of descriptive and expressive language to build a fuller picture of a character</li><li>•Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings</li><li>•Discuss the relationship between what characters say and do - do they always reveal what they are thinking?</li><li>•Discuss, moods, feelings and attitudes using inference and deduction</li><li>• Identify themes and conventions in a wide range of books</li></ul>
5	<ul style="list-style-type: none"><li>•Identify evidence of characters changing in a story and discuss possible reasons</li><li>•Discuss what a character's actions say about their character</li><li>•Recognise that characters may have different perspectives on events in stories</li><li>•Distinguish between statements of fact and opinion</li><li>•Identify and discuss themes and conventions in and across a wide range of writing</li></ul>
6	<ul style="list-style-type: none"><li>•Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence</li><li>•Identify characteristics of stock characters in a variety of genres</li><li>•Identify evidence of characters that challenge stereotypes and surprise the reader</li><li>•Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour</li><li>•Make inferences about the perspective of the author from what is written and implied</li><li>•Distinguish between statements of fact and opinion</li><li>•Identify and discuss themes and conventions in and across a wide range of writing</li></ul>

# Reading Progression Map – Prediction

<b>3</b>	<ul style="list-style-type: none"><li>•Predict what might happen from details stated and implied</li><li>•Make predictions about characters' actions and look for evidence of change as a result of events</li><li>•Identify settings and predict events that are likely to happen</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>•Predict what might happen from details stated and implied</li><li>•Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place</li><li>•Make predictions about how characters might behave in such a setting</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>•Make predictions based on details stated and implied</li><li>•Make predictions for how a character might change during a story and change predictions as events happen</li><li>•Refer to the text to support predictions and opinions</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>•Make predictions based on details stated and implied</li><li>•Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it</li><li>•Refer to the text to support predictions and opinions</li></ul>

# Reading Progression Map – Explanation

	<ul style="list-style-type: none"><li>• Recognise how different texts are presented; e.g. magazines; leaflets.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Talk about why certain texts appeal to readers.</li><li>• Identify techniques authors use to affect the reader</li></ul>
	<ul style="list-style-type: none"><li>• Explain how ideas are developed in non-fiction texts.</li><li>• Identify the key features of different text-types.</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li><li>• Identify how language, structure and presentation contribute to meaning</li></ul>
	<ul style="list-style-type: none"><li>• Understand the writer's perspective from explicit and implicit opinion.</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Compare the themes and structures of different narrative texts.</li><li>• Compare the features and structures of different types of non-fiction texts.</li></ul>
	<ul style="list-style-type: none"><li>• Understand underlying themes, causes and consequences within whole texts.</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</li><li>• Recognise authors' techniques to influence and manipulate the reader.</li></ul>



# Reading Progression Map – Retrieval

<b>3</b>	<ul style="list-style-type: none"><li>•Ask questions and find answers to simple questions in a text</li><li>•Retrieve and record information from non-fiction</li><li>•Answer literal retrieval questions and locate the information in the text</li><li>•Locate information using skimming</li><li>•Use a contents page and an index page to locate information</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>•Ask questions and find answers to simple questions in a text</li><li>•Retrieve and record information from non-fiction</li><li>•Extract information from the text</li><li>•Locate information using skimming and scanning</li><li>•Decide on a question that needs answering and locate the answer in a non-fiction book</li><li>•Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>•In non-fiction, retrieve, record and present information</li><li>•Ask questions and find the answers to questions in a text</li><li>•Extract increasingly complex information from the text</li><li>•Plan what information needs to be found with guidance</li><li>•Make simple notes</li><li>•Apply information retrieval skills across the curriculum</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>•In non-fiction, retrieve, record and present information</li><li>•Ask questions and find the answers to questions in a text</li><li>•Extract complex information from the text</li><li>•Use quotations to illustrate ideas</li><li>•Plan and decide independently what information needs to be searched for</li><li>•Make appropriate notes from research using a variety of sources</li><li>•Apply information retrieval skills across the curriculum</li></ul>

# Reading Progression Map – Summarise

3	<ul style="list-style-type: none"><li>• Make notes of the key points in a text.</li><li>• Retell a story clearly, with some detail.</li></ul>
4	<ul style="list-style-type: none"><li>• Locate and summarise details from a text to support opinions and predictions.</li><li>• Identify main ideas drawn from more than one paragraph and summarise these.</li></ul>
5	<ul style="list-style-type: none"><li>• Extract information from across a text and summarise in note form.</li><li>• Identify main ideas drawn from more than one paragraph and to summarise these.</li></ul>
6	<ul style="list-style-type: none"><li>• Draw out key information and to summarise the main ideas in a text.</li></ul>

