



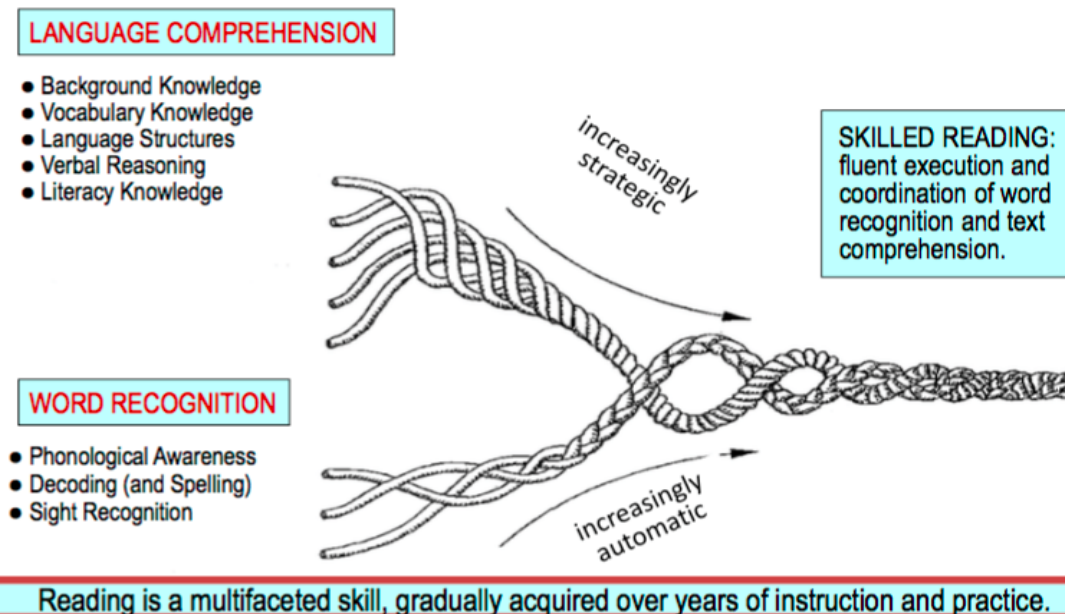
MPL's Reading Curriculum Rationale

At Mount Pleasant Lane, we want all children to develop a love of reading and to become skilful readers. With high quality teaching of reading, children are able to make sense of the world around them, reading both for pleasure and for information. To read fluently and understand the nuance of written language gives opportunities which support social mobility as well as the next stage of their education and beyond.

This reading curriculum is underpinned by the principles outlined in Christopher Such's *The Art and Science of Teaching Primary Reading* (2021), which provides a comprehensive, evidence-informed framework for effective reading instruction in primary education. The curriculum aims to ensure that all pupils become fluent, confident, and motivated readers by integrating the scientific understanding of how children learn to read with the practical art of high-quality classroom teaching.

Christopher Such's work emphasizes the importance of grounding reading instruction in the "science of reading"—a body of research encompassing cognitive psychology, linguistics, and educational neuroscience. This curriculum reflects that evidence base by prioritizing systematic and explicit teaching of phonics, language comprehension, and fluency, recognising that reading skills develop through the integration of these interdependent strands.

Scarborough's Reading Rope (2001)



MPL'S Reading Diet



Systematic Synthetic Phonics (SSP) – Essential Letters and Sound

We follow the ELS programme to ensure a consistent, rigorous approach to phonics from the very start of EYFS. Teachers deliver daily, high-paced lessons that provide children with the vital decoding skills required to read accurately and fluently. By reducing cognitive load through a 'review, teach, practise, apply' cycle, we ensure no child is left behind in their journey toward independent reading.

The Power of the Text: Whole Class Reading

Our curriculum is anchored by a 'Reading Spine' of high-quality, diverse texts. In line with Christopher Such's (2021) research, we recognize that fluency is the essential bridge to comprehension. Daily sessions in Year 2 and KS2 prioritize the development of automaticity and prosody; by reducing the cognitive load required for decoding, we free children's mental resources to engage in deep-dive exploration and critical analysis of meaning.

Reading for Pleasure: The School Library

Our school libraries are the "beating heart" of our reading culture. These spaces are designed to be inviting sanctuaries where children are empowered to exercise agency over their reading choices. By opening the libraries during playtimes and lunchtimes, we encourage 'book talk' between year groups, allowing children to recommend titles and share their enthusiasm for stories in an informal, peer-led setting.

The Protected Story Time

Every day concludes with a dedicated 15-minute story session (3:00 PM – 3:15 PM). This is a non-negotiable part of our day. It allows children to be immersed in a text above their own chronological reading age, developing their listening stamina and exposing them to rich, tier-three vocabulary modeled by the expressive reading of their teacher.

Home Reading & Parental Partnership

We ensure a tight transition between school and home. Children take home books meticulously matched to their current phonic stage or reading level. To build confidence, home books are pitched at 98% fluency and accuracy. This ensures that reading at home is a successful, stress-free experience that reinforces classroom learning rather than introducing new frustrations. We work closely with parents to record progress and celebrate reading milestones together.



Structure of Lessons

Teachers will be using short extracts from texts.

The document outlines a sample weekly structure with various ideas. Please adapt this to meet the specific needs of your class. Aim for three days focused on fluency and two days on comprehension. However, the structure of these sessions may vary depending on the text being used.

EYFS and Year 1	Day 1 – Fluency	Day 2 – Fluency	Day 3 – Fluency	Day 4 – Comprehension	Day 5 – Comprehension
Skill modelling/teaching EXAMPLE	Shared reading – have a focus for the session. Give opportunity to re-read the text over and over time with teacher modelling first. Shared reading of the text.	Share reading – focus for the session. Focus on close detail reading of the shorter text. Vocabulary, word context, link to own knowledge. Develop thinking about how to unpick language.	Shared reading Focus on close detail reading of the shorter text. Vocabulary, word context, link to own knowledge. Develop thinking about how to unpick language.	Comprehension reading Ask questions Ensure there is a focus e.g. character feelings, infer character behaviours, summarising. Present the longer text which the short piece has come from. Develop stamina and further context.	Comprehension reading Ask questions Ensure there is a focus e.g. character feelings, infer character behaviours, summarising. Answering a range of questions based on the focus text using comprehension skills. This would be discussion based.
Delivery	Whole Class discussion	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	

Year 2, 3 and 4.	Day 1 – Fluency	Day 2 – Fluency	Day 3 – Fluency	Day 4 – Comprehension	Day 5 – Comprehension
Skill modelling/teaching EXAMPLE	Fluency session – have a focus for the session (phrasing, reading dialogue, story telling voice). Present a section of the text between 1 and 1 and a half minutes of reading aloud.	Close reading – vocabulary in context Focus on close detail reading of the shorter text. Vocabulary, word context, link to own knowledge. Develop thinking about how to unpick language.	Close reading – comprehension Choose an area of focus – themes, plot, character Focus on close detail reading of the shorter text. Vocabulary, word context, link to own knowledge. Develop thinking about how to unpick language.	Extended reading – read further into the text extract. Choose an area to focus on question, summarise, connect. Present the longer text which the short piece has come from. Develop stamina and further context.	Comprehension Choose a focus area and answer questions on this. Answering a range of questions based on the focus text using comprehension skills.
Delivery	Whole Class discussion	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class with independent work ‘What have I read’ ‘What do I know’ ‘What do I think’	Independent work

Year 5 and 6.	Day 1 – Fluency	Day 2 – Fluency	Day 3 – Fluency	Day 4 – Comprehension	Day 5 – Comprehension
Skill modelling/teaching EXAMPLE	Fluency or extended reading session. Present a section of the text between 1 and 1 and a half minutes of reading aloud. May not need to rehearse fluency as much. If extended reading, then sure there is stamina. Initial discussions should encourage children to begin to think around the subject of the text.	Extended Reading Allow children time to independently read the text from day 1. Focus on session vocabulary, word context, link to own knowledge. Developing thinking around how to unpick language.	Close reading – comprehension Drill down to phrase/sentence/paragraph. Use the discussion to unpick the language and its meaning.	Comprehension Develop written response to text. Focus on SATs based skills and using what we know to answer questions. Review back to what skills they used to answer questions rather than the answers.	Comprehension Develop written response to text. Focus on SATs based skills and using what we know to answer questions. Review back to what skills they used to answer questions rather than the answers.
Delivery	Whole Class discussion	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class discussion ‘What have I read’ ‘What do I know’ ‘What do I think’	Whole class with independent work ‘What have I read’ ‘What do I know’ ‘What do I think’	Independent work

Reading Strategies



	What	Planning	Questioning
Fluency	The ability to read with accuracy, automaticity and prosody; put simply, reading with fluency involves correct decoding at an appropriate speed that allows for reading to sound like natural speech.		Questioning and discussion mostly reserved for before and after repeated oral reading to allow focus on developing fluency.
Extended Reading	Prolonged engagement with a longer text or extract and focuses on fluency, word knowledge, background knowledge and text knowledge through exposure. There are different ways you can do this: - Teacher reads to the class as they follow the text, keeping pace with a ruler. Accountability can be ensured by the teacher pausing and asking the class to say the next words in the text in unison. - Children, selected by their teacher, take it in turns to read a few sentences aloud while the rest of the class keep pace with a ruler. The teacher also occasionally takes a turn to model fluent reading. Accountability can be ensured by quick transitions between readers and by the teacher pausing and asking the class to say the next word in the text in unison when it is the teacher's turn to read. - Children to read silently in short bursts, the length of which are carefully managed by the teacher. At first, the amount of reading to be done is very short to minimise the issues develops, the amount of reading in each burst is increased. - Children read for extended periods in silence from a shared text. Due to differences in reading speeds, questions are prepared for early finishers to ensure that they have actually read the text and have attempted to comprehend its meaning.	Select appropriate text Identify new concepts and vocabulary in the text and consider explanations, preparing pictures where necessary. Identify key stopping points in the text where children will clarify, summarise or explore the meaning of the text. Plan the questions that will be asked at these stopping points, considering how to further the discussion based on predicted answers from children; considering whether the children will respond to these questions independently after partner discussions or in writing. (Responses in writing would be rarer. There is no need for children to spend lots of time writing in a reading session.)	Questioning to happen throughout the session at key points determined by planning, including discussion of vocabulary and clarification of meaning; around one third of the session spent discussing the text.
Close Reading	Sustained, detailed analysis of a short text or extract and focuses on the development of word knowledge, background knowledge and text knowledge through deep discussion. This involves the repeated reading of a text whereby the first read gives an overall sense of the text and subsequent reads involve the discussion of particular themes, vocabulary choices, literary devices, plot points or anything else worthy of a focus.	Select appropriate text Identify new concepts and vocabulary in the text and consider explanations, preparing pictures where necessary. Identify key stopping points in the text where children will clarify, summarise or explore the meaning of a text. Plan the questions that will be asked at these stopping points, considering how to further the discussion based on predicted answers from children; considering whether the children will respond to these questions independently after partner discussions or in writing. (Responses in writing would be rarer. There is no need for children to spend lots of time writing in a reading session.)	Deep, prolonged questioning and discussion throughout the session; around two thirds of the session spent discussing the text.



		Consider what aspects of a text will be focuses upon during different reads of the text. E.g. first read establishes meaning, second read focuses on the author's use of rhetorical questions ect.	
Shared Reading	This involves the teacher reading aloud to children with brief disucssion of the text and as a result focuses on the development of listening comprehension, word knowledge, background knowledge and reading enjoyment.		Brief discussion of voabulary and meaning where necessary; enjoyment and flow of text prioritised.
Vocabulary Instruction	Children will learn a lot of vocabulary in the reading lessons outlined above. However, teachers should spend 5 to 10 minutes daily to teach teir 2 vocabulary.	The children can engage with the words in question, creating sentences orally, or in writing, or quizzes.	Questioning and discussion throughout the session.
Comprehension Strategy	This should be integrated into your extended or close reading session. This involves using discussion within these sessions to model and practise self questioning. You van use the lessons at the end of the week to use explicit teaching strategies to support comprehension. This involves explaining and clearly modelling a stategy, scaffolding children' use of the strategy and then ensuring that children use the strategy independently.		Questioning and discussion throughout the session.
Repeated Reading	This involves pupils re-reading a short text a set number of times or until they reach a suitable level of fluency. It is a great way to develop accuracy and automaticity when encountering complex tier 2 and 3 vocabulary in a subject with complex language like science.	Select Appropriate text Read the text to the children. Children to repeat. Do this several times.	Do not question at this point and when using this.
Oral Reading Instruction	This is an evidence based approach. This involves an adult modelling the fluent reading of a text first and then pupils reading the same text aloud with appropriate feedback. It is an opportunity to make the implicit explicit by expertly modelling fluency through appropriate use of pace, expression, punctuation and phrasing – all important features of effective prosody.		
Reader's Theatre	This approach is great for engaging and motivating children, whilst also incorporating the tools of repeated reading and guided oral reading instruction as mentioned in the EEF Improving Literacy in Key Stage Two guidance report. Readers Theatre“provides an authentic reason for rereading texts.” Stayter & Allington (1991) and Worth & Broaddus (2002).	Step 1: Adult as model The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary. Step 2: Echo reading Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc. Step 3: Text allocation Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece. Step 4: Repeated choral reading In their groups children read their section aloud. Echoing the initial reading by the adult. Step 5: Close reading In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisations etc. Step 6: Text marking	

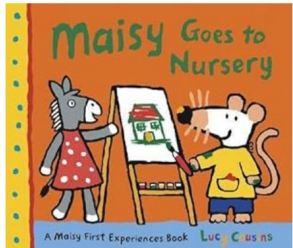
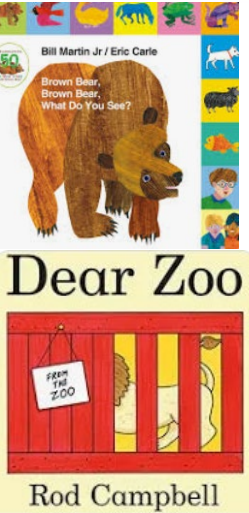
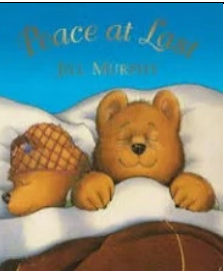
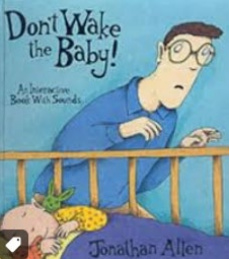
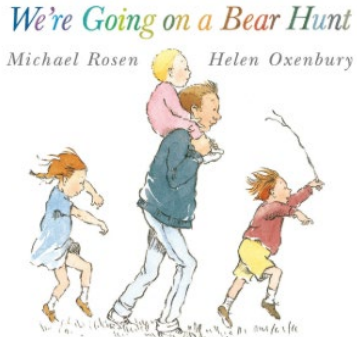
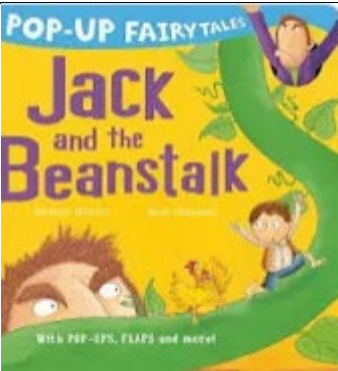
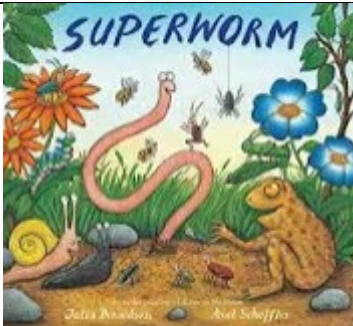


		Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading. Step 7: Practise Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal. Step 8: Perform Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance). Step 9: Reflect Children evaluate their own and/or others' performances and give feedback. They may use the a fluency rubric or the prompts as success criteria to support articulation of evaluations.	
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Nursery Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Amazing Me!	Let's Celebrate!	Old and New Toys People Who help us! Growing	Life Cycles Traditional Tales	Minibeasts Dinosaurs	The Land to Sky



Books	  Love makes a family (N) Where's my Teddy? (N) Brown Bear, Brown Bear (N)	   Peace at Last (N) The Christmas Story (N&R) Diwali (N & R) Owl Babies (R & N)	 Maisy and Chinese New Year (N) Rainbow Fish (N)	 Three little Pigs (N) The Little Red Hen (N) The Gingerbread Man (N)	 Oi Frog! (N)	  The Worrysaurus (N) We're going on a bear hunt (N)
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Progression of Skills

Word Reading	
Phonics and Decoding	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.



Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages).
Comprehension	
Understanding and correcting	To know that print carries meaning and, in English, is read from left to right and top to bottom.
Comparing, contrasting, commenting	To listen to and join in with stories and poems, with increasing attention and recall. To join in with repeated refrains in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.
Words in context and authorial choice	To build up vocabulary that reflects the breadth of their experiences.
Inference and Prediction	To suggest how a story might end. To begin to understand 'why' and 'how' questions.
Non fiction	To know that information can be relayed in the form of print.

Reception Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Amazing Me	Let's Celebrate Dark and Light	Old and New Toys People who help us? When I grow up...	What is a traditional tale? How does a seed grow? What is a life cycle?	Are minibeasts like me? What happened to the dinosaurs?	What is it like to be in space? How can I travel?



Books	The Great Big Book of Families What makes me Me? The Colour Monster Goes to School Super Duper You My Hair We all Belong Rainbow Fish Pumpkin Soup Non-fiction – harvest/families	Sparks in the Sky Room on the Broom Rama and Sita Izzy Gizmo The Jolly Christmas Postman How to Catch a Star Hairy McClary Where the Wild Things Are The Christmas Story (N&R) Diwali (N & R) Owl Babies (R & N) Non-fiction – celebrations	Lost in the Toy Museum Dogger Kippers Toy Box A superhero like you The Great Race Toys of the past and present When. I Grow up Supertato (R & N) Non-fiction – past and present/people who help us	The Enormous Turnip The Very Little Red Riding Hood The Tiny Seed Bloom The Extraordinary Gardener The Easter Story Jack and the Beanstalk (R & N) Non-fiction – life cycles/ plants/growing	The Tiny Seed The Big Bad Bug Tadpole promise Aaaaagghh Spider Superworm (N & R) The bad tempered ladybird (N & R) The Very Hungry Caterpillar (N & R) Non-fiction – plants/ growing /mini beasts/ dinosaurs	The Train Ride Whatever next! Somebody swallowed Stanley The Snail and The Whale Man on the Moon Alen's love Underpants Ruby's Worry Super Duper You Lost and Found (N & R) Non-fiction – space/ transport
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Progression of Skills

Word Reading	
Phonics and Decoding	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.
Common Exception Words	Read some taught common exception/ high frequency and familiar words.
Fluency	To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.
Comprehension	
Understanding and correcting	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions, recalling key events. (LIT)
Comparing, contrasting, commenting	To enjoy an increasing range of books. Respond to stories (rhymes and songs) with actions, relevant comments, questions, recalling key events. (LIT) To follow a story without pictures or props. To demonstrate an understanding when talking to others about what they have read.
Words in context and authorial choice	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary of speech that are increasingly influenced by their experiences of books.
Inference and Prediction	To talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words. To answer understand 'why' and 'how' questions.
Non fiction	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.

Year 1 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transport	Our School	Significant People	The UK	Kings and Queens	Our Planet
Science	Animal including humans	Seasonal change/plants	Seasonal change/Animals including humans	Everyday Materials	Plants	Plants



Books	Phonic Decodable Texts.	Phonic Decodable Texts.	Phonic Decodable Texts.	Phonic Decodable Texts.	"Beegu" by Alexis Deacon "The Busiest Beaver" by Lu Fraser Darkest Dark Traction Man Look up by Dapo Adeola & Nathan Bryon	The Dinosaur Next Door by David Litchfield That Rabbit belongs to Emily Brown by Cressida Coweel and Neal Layton Alien School Bob Man on the Moon
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Progression of Skills

Word Reading	
Phonics and Decoding	Apply phonic knowledge to decode words. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read accurately by blending taught GPCs Read common suffixes (–s, –es, –ing, –ed, –er and –est). Read contractions and understand that the apostrophe represents the omitted letter(s)
Common Exception Words	Read Year 1 common exception words noting unusual correspondences between spelling and sound.
Fluency	Read aloud phonically decodable texts. Re-read books to build fluency and confidence Read simple sentences. Develop some fluency and expression, pausing at full stops.
Comprehension	
Understanding and correcting	To check that a text makes sense to them as they read and to self-correct. Explain clearly their understanding of what is read to them.
Comparing, contrasting, commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To participate in discussion about what is read to them, taking turns and listening to what others say.
Words in context and authorial choice	To discuss word meaning and link new meanings to those already known.
Inference and Prediction	To begin to make simple inferences based on what is being said and done. To predict what might happen based on what has been read so far.
Non fiction	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. To begin to recognise that non- fiction books are often structured in different ways.

Year 2 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Great Fire of London	African or South Asian Village	Inspirational People	Victorians	Bricket Wood	The Seaside
Science	Living Things and their habitats	Revision or exploration	Animal including humans – animals	Uses of everyday Materials	Revision	Plants



Books	After the Fall by Dan Santat The Fire Children The Great Fire of London See Inside London Dragon Post The great fire of London – A city in flames – Ann Turnball	On the way home Too Small Tola	Our Tower by Joseph Coelho and Richard Johnson The Twits	Small The Dragon sitter	Hotel Flamingo Small in the city by Sydney Smith	The Tree of Wonder The Puffin Keeper – Michael Morpurgo
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Progression of Skills

Word Reading	
Phonics and Decoding	Apply phonic decoding until automatic and reading is fluent. Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. To accurately read most words of two or more syllables. Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly
Common Exception Words	To read most of Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Re-read books to build up fluency and confidence in word reading To read words accurately and fluently without overt sounding and blending.
Comprehension	
Understanding and correcting	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, contrasting, commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To answer and ask questions.
Words in context and authorial choice	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise simple recurring language in stories and poetry.
Inference and Prediction	To make inferences based on what is being said and done. To predict what might happen based on what has been read so far in a text.
Non fiction	To recognise that non-fiction books are often structured in different ways.

Year 3 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Stone Age	The UK	Ancient Egyptians	The Romans	Earth and Volcanoes	The Amazon
Science	Light	Rocks				



Books	Stone Age Boy The First Drawing	Charlotte's Webb	The Butterfly Lion by Michael Morpurgo	The Twits	Earth Shattering Events	The Lost Rainforest – Eliot Schrefer
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Progression of Skills

Word Reading	
Phonics and Decoding	Apply their growing knowledge of root words, prefixes and suffixes including in-,im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti, auto- -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cian to read aloud and to understand the meaning of new words they meet
Common Exception Words	To begin to read Year 3 and 4 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency	Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.
Comprehension	
Understanding and correcting	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Identify morals and messages in a story
Comparing, contrasting, commenting	To recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To identify themes and conventions in a wide range of books.
Words in context and authorial choice	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.
Inference and Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.
Non fiction	Retrieve and record information from non-fiction texts

Year 4 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Anglo Saxons	Iceland	1066	St Albans	Rivers	London



Science	State of Matters	Revision	Living things and their habitats	Animals including humans – digestion	Sound	Electricity
Books	The Legend of Podkin One Ear		Odd and the Frost Giants	Varjak Paw	What A Waste Jess French	The Last Firefox Lee Newbery

Progression of Skills

Word Reading	
Phonics and Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
Common Exception Words	To read all Year 3 and 4 common exception words, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	Use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial. Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.
Comprehension	
Understanding and correcting	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Identify morals and messages in a story
Comparing, contrasting, commenting	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To 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). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these
Words in context and authorial choice	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning.
Inference and Prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.
Non fiction	To use all the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

Year 5 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	St Albans	Tudors	Africa	Trade	Ancient Greece	Canals
Science	Animals including humans – gestation and aging	Earth and Space	Properties and changes of materials	Revision	Forces	Living things and their habitats (life cycles)



Books	The London Eye Mystery by Siobhan Dowd The No-where Emporium	The Boy at the back of the class	The boy in the tower – Polly Ho-Yen		Who let the Gods Out	Street Child
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Progression of Skills

Word Reading	
Phonics and Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, ent/- ence/-ency, able/-ably and ible/ibly, to read aloud fluently.*
Common Exception Words	To read most Year 5 exception words, discussing the unusual correspondences between spelling and sound and where they occur in the word.
Fluency	Be able to read age-appropriate texts accurately and at a reasonable speaking pace. ☐ Be able to prepare readings, with appropriate intonation to show their understanding. Use appropriate expression when reading sentences with: relative clauses i.e. slight pauses indicated by the commas around the relative clause and brackets or dashes i.e. slight pauses indicated by the brackets or dashes.
Comprehension	
Understanding and correcting	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Comparing, contrasting, commenting	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.
Words in context and authorial choice	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.
Inference and Prediction	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Non fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts.

Year 6 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Extreme Earth	Benin Kingdom	World War 2	Industry and Invention		Galapagos
Science	Animals including humans – circulatory system	Electricity	Living things and their habitats – classification	Evolution and inheritance	Revision	Light



Books	Incredible Journeys by Levison Wood	Journey to Jo'burg	Journey to Jo'burg	Holes by Louis Sachar	Politics for Beginners - Alex Frith Malala – My Story of standing up for girl's rights	The Explorer by Katherine Rundell
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Progression of Skills

Word Reading	
Phonics and Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To read all of Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word..
Fluency	Be sufficiently fluent so that reading of texts across the curriculum is effortless. ☑ Be able to prepare readings, with appropriate intonation. ☑ Use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes).
Comprehension	
Understanding and correcting	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Ask questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Comparing, contrasting, commenting	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in context and authorial choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Non fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).