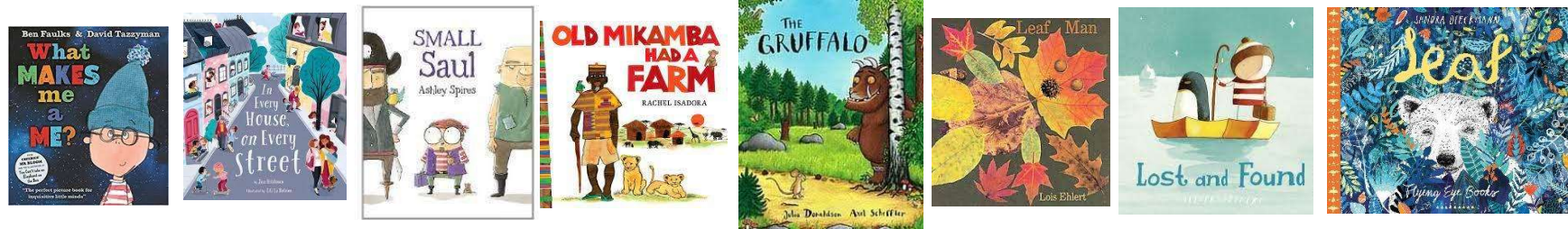
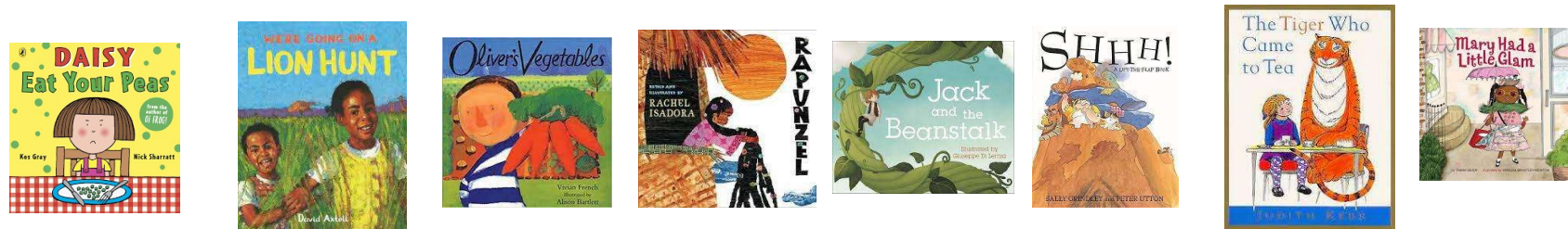


Reception

Autumn



Spring



Summer

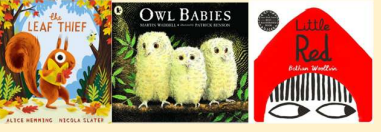
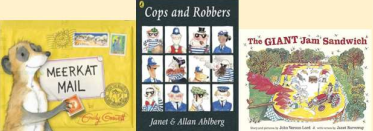


ELG: Word Reading

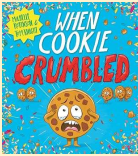
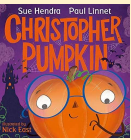
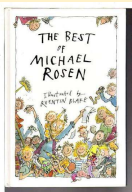
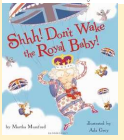
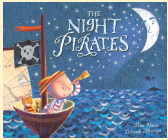
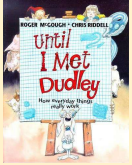
Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

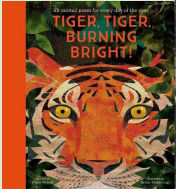
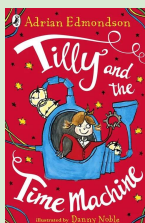
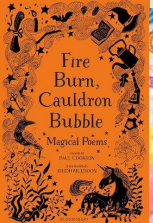
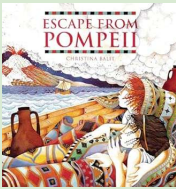
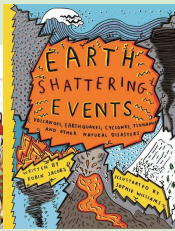
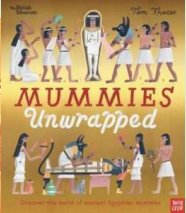
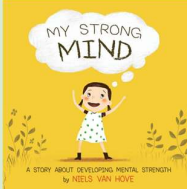
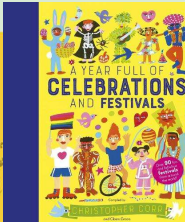
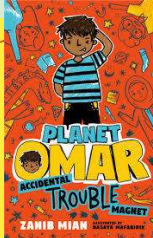
Year 1

A u t u m n			Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of poems, stories and link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
S p r i n g			Recognise and join in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Draw on what they already know or on background information and vocabulary provided by the teacher.
S u m m e r			Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events and making inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them

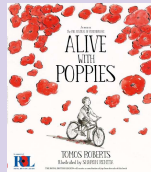
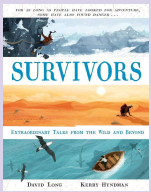
Year 2 (As Year 1 with extra books)

A u t u m n	 		Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Retell a wide range of stories, fairy stories, traditional tales and non-fiction texts
S p r i n g	  		Learn new vocabulary and discuss favourite words and phrases within texts. Build a repertoire of poems that children can recite by heart. Read aloud with appropriate intonation and self-correcting any mistakes. Make inferences about a text, ask/answer questions and make predictions about what has been read so far. To participate in discussion about books, poems and others works, taking turns and listening to what others say.
S u m m e r			

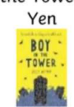
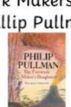
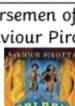
Year 3 / 4

Autumn	  	  	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Spring	  	  	To use appropriate terminology when discussing texts (plot, character, setting). 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.
Summer	  	  	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).

Year 5 / 6

Year 5 / 6					
A u t u m n	 The Wonder <i>Tom Percival</i>	 The Missing <i>Michael Rosen</i>	 Windrush Child <i>Benjamin Zephaniah</i>	 	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
S p r i n g	 SURVIVORS <i>David Long Kerry Sturges</i>			 	features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).
S u m m e r	 OH! MAYA GODS! <i>Maz Evans</i>			 	

Year 2, 3, 4, 5, 6 - Super 6

	Year 2	Year 3	Year 4	Year 5	Year 6
Quality Text	James and The Giant Peach – Roald Dahl 	The Wild Robot – Peter Brown 	The Land of Roar – Jenny McLaughlin 	The Boy Who Stepped Through Time 	Skellig – David Almond and Tom de Freston 
Good Vs Evil (EYFS Traditional Tale)	Inside the Villains – Clotilde Perrin 	Matilda – Roald Dahl 	Harry Potter and The Philosophers Stone – J.K. Rowling 	Cogheart – Peter Bunzl 	Skandar and the Unicorn Thief - AF Steadman 
Teachers Pick Award / Award Winning (EYFS Rhyme, Rhythm, and Repeated Refrains)	The Name Jar – Yangsook Choi 	Call me Lion – Camilla Chester 	The Creakers – Tom Fletcher 	The Boy in the Tower – Polly Ho-Yen 	A Murder Most Unladylike – Robin Stevens 
Protected Characteristics (EYFS Multi-cultural / Challenge)	Idia of Benin Kingdom 	The Firework Makers Daughter – Phillip Pullman 	The Girl Who Stole an Elephant – Nizrama Farook 	The Boy at The Back of The Class – Rauf 	Pig Heart Boy – Malorie Blackman 
Resilience (EYFS Well-being / Growth Mindset)	Moonbird – Joyce Dunbar 	The Iron Man – Ted Hughes 	Planet Omar – Zanib Mian 	The Explorers – Catherine Rundell 	Wonder – RJ Palacio 
Curriculum Link / Picture (EYFS Picture only)	Toby and The Great Fire of London 	The Boy Who Stole the Pharaoh's Lunchbox – Karen McCombie 	Golden Horsemen of Baghdad – Saviour Pirotta 	Vita and the Gladiator – Ally Sherrick 	Letters from the Lighthouse – Emma Carroll 
Choral Poetry to Perform	Autumn: The Robin – Lawrence Alma-Tadema Spring: On the Ning Nag Nong – Spike Milligan Summer: When Daddy Fell into the Pond – Alfred Noyse	Autumn: Silver – Walter De La Mare Spring: Sound Collector – Roger McGough Summer: Leisure – William Henry Davies	Autumn: Mr Shadow's Shoes – Paul Cooksen Spring: The River – Valerie Bloom Summer: The Boneyard Rap	Autumn: A Letter A – Darren Sardelli Spring: Walking with my Iguana – Brian Moses Summer: Adventures of Isabel – Ogden Nash	Autumn: In Flanders Field – John McCrea Spring: Gran can you rap? Summer: The Final Year – Matt Goodfellow