

READING PROGRESSION MAPS





Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Letters and Sounds. Guided reading Shared Reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Read to Write Purple Mash Home reading WellComm
Text level Features.	Understanding of books and the concept of print. Understand relationship between letters and words. Moving from Left to Right across the page and line. Pointing to the beginning, middle and ending of words. Looking at pictures and their contribution to the story/text.	Understanding and recognising some of the repetitive language used in fairy stories. Understanding rhymes within poems. Recognising a sentence. Sequencing sentences to form short narratives. Understanding how labels and captions add to their understanding.	Looking at pictures, photographs and their contribution to the story/text. Understanding how labels and captions add to understanding. Being able to choose books for their own reading for pleasure. Understand the difference between fiction and nonfiction.	Understanding of traditional tales and poems. Recognising and comparing stories with similar themes. Being able to choose books for their own reading for pleasure.	Understanding how some features of non-fiction text help convey information e.g. content page, boxes, pictures and photographs, Index-use of alphabetical order. Being able to choose books for their own reading for pleasure.	Understand how the layout of a poem is different to a story. Understand how the layout of a letter adds to understanding Recognising and comparing stories with the same characters or themes.



Reading
Fluency
and
Comprehension
n.
To include a
clear
understanding

To include a clear understanding of their won reading ability and an awareness of steps that need to be taken to move forward.

To include simple location, inference and appreciation.

Apply phonic knowledge and skills to decode words.

Develop pleasure in reading.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

To be able to read sounds within words in the correct order.

Re-read books to build up fluency and confidence in word reading.

Explain clearly their understanding of what they have read.

Apply phonic knowledge and skills to decode words.

Becoming familiar with key stories e.g. fairy stories. Retelling them and considering their particular characteristics.

Recognising and joining in with predictable phrases.

Drawing on what they already know or background information and vocabulary provided by the teacher.

Re-read what they have read to check it makes sense.

Recognition of favourite stories.

Discuss what they have read with the teacher or peers.

Apply phonic knowledge and skills to decode words.

Develop pleasure in reading.

Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.

Making inferences on the basis of what is being said or done.

Predicting what might happen next on the basis of what has been read so far.

To be able to read sounds within words in the correct order.

Apply phonic knowledge and skills to decode words.

Read words containing taught GPCs and 's, es, ing, ed, er, est' endings.

To retell familiar stories in increasing detail.

To discuss word meaning and link new meanings to those already known.

Making inferences on the basis of what has been read so far.

Re-read what they have read to check it makes sense. Apply phonic knowledge and skills to decode words.

Read words containing taught GPCs and 's, es, ing, ed, er, est' endings.

Being encouraged to link what they have read or heard read to their own experience.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Beginning to recognise their favourite authors.

Recognise similarities between stories and authors.

Apply phonic knowledge and skills to decode words.

Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds for graphemes.

To recite simple poems by heart.

To discuss the significance of titles and events.



Spoken	To join in with	Listen and respond	To join in with	To perform	Can sit quietly to	Can listen to
language to	discussions	to peer's discussion	discussions about a	simple poems	listen and respond to	simple
include use of	about a text,	on what they have	text, taking turns	and plays.	others.	instructions
WellComm	taking turns and	read.	and listening to what			and give them
resource.	listening to what		others say.	To take part in	Knows how to take	to others.
	others say.	Saying out loud what		role play with	turns in a discussion.	
		they are going to	Being able to isolate	confidence.		Can listen to
	Being able to	write about.	and articulate		Can explain what	stories and
	articulate sounds		sounds within words	To use talk to	has happened in a	anticipate key
	within words.	Discuss the	in the correct order.	organise,	story in the correct	events.
		significance of titles		sequence and	sequence of events.	
	Saying out loud	or events.	Compose a	clarify thinking.		Can respond
	what they are		sentence orally		To be able to hear,	to what they
	going to write	To retell familiar	before writing it.	Show an	recognise and repeat	hear with
	about.	stories in increasing		understanding	sounds withing	relevant
		detail.	Discuss what they	when talking	words, in the correct	comments,
	Compose a		have read with the	with others	order.	questions and
	sentence orally	To recite simple	teacher or peers.	about what		actions.
	before writing it.	poems by heart.		they have read.	Develop the ability to	
			Can listen to and		decode and encode	Can explain
	Re-read	Re-read over	follow simple	Can take turns.	words out loud.	why they like
	sentence to	sentence as they are	instructions.			a story or type
	ensure it says	writing it to ensure		Hearing and	To be able to hear a	of stories
	what they	nothing is missed out	To be able to hear,	recognising	word, pick out the	above others.
	intended.	and that it makes	recognise and	words that	rhyme and match it	
		sense.	repeat sounds within	rhyme.	with another word	Familiarity
	Re-read over		words, in the correct		that they know.	and practise
	sentence as they	Develop the ability to	order.	Familiarity and		of Nursery
	are writing it to	decode and encode		practise of	To be able to read	Rhymes and
	ensure nothing is	words out loud.	Picking up on	Nursery	out loud rhyming	songs.
	missed out and		familiar and	Rhymes and	stories.	
	that it makes	Familiarity and	repeated language	songs.		
	sense.	practise of Nursery	in books.			
		Rhymes.				



Sentence level	Plural noun	Reinforce plural	Reinforce plural	Reinforce	Reinforce plural	Suffix added
features	suffix –s –es .	noun suffix –s –es.	noun suffix –s –es.	plural noun	noun suffix –s –es.	to verbs 'ing',
including	Sullix —3 —C3 .	110011 301112 -3 -63.	110u11 3u111x -3 -63.	suffix –s –es.	Houri sullix —s —es.	'ed' and 'er'.
grammar and	Combine words	Suffix added to verbs	How prefix 'un'	Sullix -3 -63.	Reinforce how prefix	ed and er.
punctuation.	to make		changes the	Suffix added to	'un' changes the	Combining
punctuation.		-er	. •	verbs –ed.	meaning of verbs	words to
	sentences using	Combining words to	meaning of verbs	verus –eu.	_	make
	joining words and clauses	Combining words to	and adjectives.	Combining	and adjectives.	
		make sentences	Combining words to	Combining	Combining words to	sentences
	using 'and'.	using joining words	Combining words to	words to make	Combining words to	using joining
	Common	and clauses using	make sentences	sentences	make sentences	words 'and,
	Sequence	'and'.	using joining words	using joining	using joining words	'so' and 'but'.
	sentences to	0	and clauses using	words and	and clauses using	0
	form narratives.	Sequence sentences	'and', 'because' and	clauses using	'and', 'because', 'so'	Sequence
	Companyion of	to form narratives.	'so'.	'and',	and 'but'.	sentences to
	Separation of	0	0	'because', 'so'	0	form short
	words with	Separation of words	Sequence	and 'but'.	Sequence sentences	narratives.
	spaces.	with spaces. Capital	sentences to form	0	to form short	Concretion of
	Comital latters	letters and full stops.	short narratives.	Sequence	narratives.	Separation of
	Capital letters		Companyation of would	sentences to	Company of words	words with
	and full stops.		Separation of words	form	Separation of words	spaces.
			with spaces.	narratives.	with spaces.	December
			Conital latters full	Congretion of	Conital latters full	Recognise
			Capital letters, full	Separation of	Capital letters, full	speech marks
			stops, questions	words with	stops, question	and bubbles.
			mark and	spaces.	mark, exclamation	Lloo of
			exclamation mark.	Conital latters	mark, capital letters	Use of
				Capital letters,	for names and	pronouns.
				full stops,	personal pronoun 'l'.	
				question mark and		
				exclamation		
				mark.		



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Spelling primary resource Purple Mash.	'ai, oi' vowel digraphs. 'ay, oy' vowel digraphs. 'ee' vowel digraphs. 'ea, ie' vowel digraphs sounding like 'ee'. Exception words list. 'ie, i-e' split digraph. Use of children's illustrated dictionaries. Use of spelling app on I-pads.	'ea' vowel digraph as in 'thread'. 'er, ir' digraph sound. 'er' digraph at end of words. Sounds 'f, I,s,z, k' spelt 'ff, II, ss,zz, ck'. Exception word list. 'n' sound spelt 'n' before 'k' and using 'k' for the 'k' sound e.g. bank, skin.	Compound words. 'ur' digraph. 'oo' vowel digraph with long vowel sound. 'oo' vowel digraph with short vowel sound. Days of the week and times of the year. Division of words into syllables e.g 'rabbit'.	'oa, oe, ow' vowel digraphs. 'ou, ow' vowel digraphs e.g. 'out'. 'ue, ew' vowel digraphs. 'ear, igh' trigraph. Exception word list. 'or' digraph and 'ore' trigraph.	'Aw, au' digraph. 'ear, air, are' trigraphs with 'er' sound, 'bear, air, scare'. Consonant spellings 'ph, wh'. Words ending in 'y' and the 'e-e' split digraph. 'very, party, theme, even'. Exception word list. Adding the prefix 'un'.	'o-e, u-e' split digraphs. 'tch' sound. 'v' at the ends of words. Adding 's, es' to words. Adding the endings 'ing, ed, er' to verbs where no change is needed to the root word. Adding 'er, est' to adjectives where no change is needed to the root word.



Phonics
spelling and
word reading

Phase 3* – graphemes: J,v,w,x,y,z,zz,qu, sh, ch,th,ng,ai,ee,oo ,oo u) (u), oa, ar, or igh, ur, ow, oi, ear, er, er (a), air, oo or

oo (u) – making choices.

Phase 3 – Tricky words/common exception words: No, go, I, the, to, he, she, we, me, be, was, with, will, my, for too, you, this, that, down, they, then, there.

*Some children will be ready for phase 4 on entry.

Phase 3* -

graphemes: Ure, two syllable reading using known sounds. Time for consolidation,

Phase 3 – Tricky words/common exception words: Her, now, all, look, are. Time for consolidation.

*Some children will be ready to move to phases 4 or 5

Phase 4* -

graphemes focus on application, spelling and within wider texts: Sh, ch, th, ng, ai, ee, oo, oo (u), oa, igh, ur, ow, oi, ear, er, air, ure, er

Phase 4 – tricky words/common exception words: Said, so, went to, he, she, we, me, have, like, some, come, were, there, little, one, do, when, out, what.

*Some children will be ready to move to phase 5

Phase 5 –

graphemes: Ay, ou, ie, ea, oy, ir, ue (oo), ue (you), aw, wh (h), wh (h), ph, ew (oo), oe, au, ey, a_e, e_e

Phase 5 tricky words/common exception words: old, oh, their, house, about, people, don't, buy, mr, mrs, time, your, looked, called.

Phase 5 – choosing the correct graphemes for sense:

I_e, o_e, u_e, s (zh), i(I), i(choice of pronunciation), o (oh), o(o), c(s), C (choice of pronunciation), g(j), g(choice of pronunciation), u (you), u(choice of pronunciation), ow (oh), ow (choice of

Phase 5 – tricky words/common exception words – spelling past words focus: very, asked, water, where, day, because, different.

pronunciation

Phase 5 choosing between graphemes to spell: le (l/ee), ea (ee), ea (choice of pronunciation) , er (ur/a), ch(c/s), ch (choice of pronunciation) , a (ay/a), a (o), a (choice of pronunciation) , making the right choice ay/ai/a e,a, y (I), y (ee), y(i), y (choice of pronunciation) , ou (oo), ou (ould), ou choice of pronunciation) , making the right choice ow/ou/ould, e

(ee), e (choice



Assessments.	Phonic phase	Benchmarking -	Salford reading test	Precision teach	Home reading and	Reading
	work ongoing	Colour band tracking	termly.	pupils ongoing.	home reading	Recovery
	assessment.	ongoing. Reported	PIRA.		records ongoing.	group
		termly.	NFER.			ongoing.
Wider reading.	Who are you	Room on the Broom	Stickman by Julia	The Pea and	We're going on a	William and
	stripy Horse? by	by Julia Donaldson.	Donaldson.	the Princess.	Bear Hunt by	the Missing
	Jim Helmore.				Michael Rosen.	Masterpiece
		Winnie the Witch by	The Way Back	Little Red by		by Helen
	The Rainbow	Valerie Thomas and	Home by Oliver	Bethan	Rosie's Walk by Pat	Hancocks.
	Fish by Marcus	Korky Paul.	Jeffers.	Woollvin.	Hutchins.	
	Pfister.					The Antlered
		The Troll by Julia	The Lion Inside by	Little Red	William and the	Ship by
	Lost and Found	Donaldson.	Rachel Bright.	Riding Hood (in	Missing Masterpiece	Dashka
	by Oliver Jeffers.			Revolting	by Helen Hancocks.	Slater.
		The Magic	Little Mouse's Big	Rhymes) by		
	Herman's Letters	Paintbrush by Julia	Book of Fears by	Roald Dahl.	Ocean Meets Sky by	Nutshell
	by Tom Percival.	Donaldson.	Emily Gravett.		Eric Fan & Terry	Library by M.
				The Lorax by	Fan.	Sendak.
	Tree: Seasons	Jack and the	The Tiger Who	Dr Seuss.		
	come, Seasons	Beanstalk by Ed	Came to Tea by		Into the Blue by	In the Night
	Go by Patricia	Bryan.	Laura Knowles.	The Wild	Nicola Davies &	Kitchen by
	Hegarty.			Woods by	Abbie Cameron.	Maurice
		Hansel and Gretel by	Fantastic Facts	Simon James.		Sendak.
	Weather and	Bethan Woollvin.	about Mice by Miles		Grandad's Island by	
	Seasons by		Merchant.	The Curious	Benji Davies.	Dr. Xargle's
	D&K.	Grimm's fairy tales		Garden by		Book of
		by Jacob and	A Street Through	Peter Brown.	See Under the Sea	Earthlets.
	Range of books	Wilhelm Grimm.	Time by Steve		by Kate Davies.	
	about seasons,		Noon.	National		A range of
	migration and	Trolls by Brian		Geographic:	Layer by Layer:	non-fiction
	birds. Vehicles.	Frond.	Houses and Homes	Wolves.	Under the Sea by	books relating
			by Sally Hewitt.		Anne Rooney.	to Wild
						Animals,
						Jungles,
						Seas.



Wider	Materials,	Senses, local	Identifying and	Comparing	Plants, fieldwork.	Plants,
curriculum.	human and	geography, items	naming animals,	animals, the		seasons.
	physical features	from the past,	locational	geography of	Local history.	
	of environments,	sculpture, moving	knowledge, animal	the UK, events		Significant
	local history,	vehicles, online	collage, pic collage	beyond living	Painting.	individuals
	printing, moving	safety.	арр.	memory,		from history.
	pictures,				Information texts on	
	algorithms.	Information texts of	Animal poetry.	Georges	local history and	Healthy
		local area and		Seurat,	plants.	eating.
	Stories from	sculpture.	Information texts on	building		
	different		animals.	structures.	Stories about growth	Stories about
	locations e.g.	Stories about senses			and planting e.g.	seasons and
	Katie Morag.	e.g. Daisy Eat Your		Maps, atlas.	The Enormous	travel e.g.
		Peas.		, ,	Turnip.	Waiting for
	Town Mouse			Information text	'	Winter,
	and Country			on Georges	Jack and the	,
	Mouse.			Seurat and	Beanstalk.	Follow the
				buildings.		Swallow.
	The Lighthouse			3		
	Keeper series.					Going Home.
	Instructional					Information
	texts e.g. making					texts around
	pictures, cards					planes and
	etc.					Amelia
	Cio.					Earhart.
						Lamart.
						Simple
						Biography.
						biography.
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.
	THE DIDIC.	THE DIDIC.	THE DIDIC.	THE DIDIC.	THE DIDIC.	THE DIDIC.



Letters and Sounds	Letters and				
Outlaberation and the second	Letters and	Letters and	Letters and	Letters and	Letters and
Guided reading	Sounds	Sounds	Sounds	Sounds	Sounds
Shared reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
Read to Write	Shared reading	Shared Reading	Shared reading	Shared reading	Shared reading
Purple Mash	Read to Write	Read to Write	Read to Write	Read to Write	Read to Write
Home readers	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash
WellComm.	Home readers	Home readers	Home readers	Home readers	Home readers
	WellComm	WellComm	WellComm	WellComm	WellComm
Revise differences	Characters.	Presentation of	Use of lines,	Use of lists-what	Story parts
	Their traits and	facts and	verses and rhyme	is needed/lists of	(beginning,
non-fiction.		information.	in poetry.	steps to be taken.	middle and
					end).
Layout of non-fiction.	the story.	. •			
			Traditional Tales.	events.	Descriptive
	Settings.				language.
•			, ,	•	
to be taken.	•	different ways.		tacts.	Layout of text.
	language.		, , , ,		
•			stories and poetry.	_	Use of pictures
facts.		_	11	asking questions.	and illustrations.
				Ni. C.C. L. L.	D
	middle and end.				Recognition and
asking questions.	Lloo of lines and	. •			use of
Lindonata a dia a land			language.	different ways.	sentences
	verses in poetry.		Lietanina to on-	Decembition and	linked together
	Lloo of rhymo in	,			to form a
and mustrator.					paragraph.
Decempition and was		independently.			
<u> </u>	myming stones.			ioiiii a paragraph.	
or sentences.					
	Read to Write Purple Mash Home readers WellComm.	Read to Write Purple Mash Home readers WellComm. Revise differences between fiction and non-fiction. Layout of non-fiction. Use of lists-what is needed/lists of steps to be taken. Bullet points for facts. Answering and asking questions. Understanding and use of terms 'author' and 'illustrator'. Recognition and use Shared reading Read to Write Purple Mash Home readers WellComm Characters. Their traits and contribution to the movement of the story. Settings. Descriptive language. Use of lines and verses in poetry. Use of rhyme in poetry and rhyming stories.	Read to Write Purple Mash Home readers WellComm. Revise differences between fiction and non-fiction. Layout of non-fiction. Use of lists-what is needed/lists of steps to be taken. Bullet points for facts. Bullet points for facts. Answering and asking questions. Answering and use of terms 'author' and 'illustrator'. Revise differences between fiction and non-fiction. Characters. Their traits and contribution to the movement of the story. Characters. Their traits and contribution to the movement of the story. Being introduced to non-fiction books that are structured in different ways. Bullet points for facts. Story parts beginning, middle and end. Use of lines and verses in poetry. Use of rhyme in poetry and rhyming stories.	Read to Write Purple Mash Home readers WellComm. Revise differences between fiction and non-fiction. Use of lists-what is needed/lists of steps to be taken. Bullet points for facts. Answering and asking questions. Answering and use of terms 'author' and 'illustrator'. Read to Write Purple Mash Home readers WellComm Presentation of facts and information. Presentation of facts and information. Being introduced to non-fiction books that are structured in different ways. Bullet points for facts. Story parts beginning, middle and end. Use of lines and verses in poetry. Shared reading Read to Write Purple Mash Home readers WellComm Use of lines, verses and rhyme in poetry. Language used in Traditional Tales. Recognising simple recurring literary language in stories and poetry. Hearing and joining in with repetitive language. Listening to, discussing and expressing views about a wide range of non- fiction books at a level beyond that at which they can read independently. Listening to and discussing and expressing views about a wide varies for facts and information. Use of lines, verses and rhyme in poetry.	Read to Write Purple Mash Home readers WellComm. Revise differences between fiction and non-fiction. Layout of non-fiction. Use of lists-what is needed/lists of steps to be taken. Bullet points for facts. Bullet points for facts. Story parts beginning, Answering and asking questions. Bullet points for facts. Understanding and use of terms 'author' and 'illustrator'. Read to Write Purple Mash Home readers WellComm Purple Mash Home readers WellComm WellComm Presentation of facts and contribution to the movement of the story. Being introduced to non-fiction. Being introduced to non-fiction and different ways. Being introduced to non-fiction books that are structured in different ways. It istening to, discussing and expressing views about a wide range of non-fiction books at a level beyond that at which they can read independently. Read to Write Purple Mash Home reading Read to Write Purple Mash Home readers WellComm WellComm Use of lines, verses and rhyme in poetry. Being introduced to non-fiction and wide range of non-fiction books that are structured in different ways. Listening to, discussing and expressing views about a wide range of non-fiction books at a level beyond that at which they can read independently. Read to Write Purple Mash Home readers WellComm Use of lines, verses and rhyme in poetry. Being introduced to non-fiction and verses in poetry. Language used in Traditional Tales. Sequence of events. Sequence of events. Bullet points for facts. Answering and asking questions. Answering and joining in with repetitive and discussing and expressing views about a wide range of non-fiction books at a level beyond that at which they can read independently. Read to Write Purple Mash Home readers WellComm Use of lines, verses and rhyme in poetry. Bullet points for facts. Answering and asking questions. Recognising Read to Write Purple Mash Home readers WellComm Settings and to non-fiction books at a level beyond that at which they can read independently.



Reading,
fluency and
comprehension.

Understanding simple location, inference, evidence and appreciation.

Use of BLOOMS.

Use of Tower Hamlets.

To have a clear understanding of their own reading ability and how to move forward.

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Use a range of strategies to understand text.

Discuss and clarify meanings of words, linking new meanings to known vocabulary.

Listen to, discuss and express views about a wide range of texts.

Discuss sequence of events in books and how information is related.

Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Discuss favourite words and phrases.

Answering and asking questions.

Recognise simple recurring literacy language in stories and poems.

Making inferences on the basis of what is being said or done.

Being able to recognise favourite/least favourite characters and explain why.

Discuss and clarify meanings of words, linking new meaning to known vocabulary.

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To use appropriate terminology when discussing texts (plot, character, setting).

Connect prior knowledge to context.

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction.

Discuss the sequence of events in books and how items of information are related.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Answering and asking questions that show an involvement with the text.

To locate information and evidence.

To be able to follow sequence of events in a story.

To answer questions based on inference.

To be able to support answers with evidence from the text.

To read words accurately and fluently without overt sounding and blending in age-appropriate texts.

Making inferences on the basis of what is being said and done.

To discuss the sequence of events in books and how items of information are related.

To make links between the text they are reading and other text they have read (in texts that they can read

independently).

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To predict what might happen on the basis of what has been read so far in a text.

Recognising simple recurring literary language in stories and poetry.



Spoken	To read most Y1 and	To re-read books	Speak audibly	Speak audibly and	Speak audibly and	Speak audibly
language to	Y2 common	to build up	and clearly.	clearly.	clearly.	and clearly.
include use of	exception words	fluency and				
WellComm	noting unusual	confidence in	To read words	To read most Y1	To be able to	To participate in
resource.	correspondences	word reading.	accurately and	and Y2 common	participate in a	discussion
	between spelling		fluently without	exception words	discussion about	about books
	and sound and	Explain and	overt sounding	noting unusual	their favourite	that are read to
	where these occur in	discuss their	and blending, in	correspondences	words and	them (at a level
	a word.	understanding of	age-appropriate	between spelling	phrases.	beyond at which
		books, poems	texts.	and sound and		they can read
	To read aloud books	and other		where these occur.	To discuss and	independently)
	(closely matched to	material, both	Making and		clarify the	and those they
	their improving	those that they	articulating	To be able to listen	meanings of	can read for
	phonic knowledge),	can listen to and	inferences on the	to a word and	words, linking new	themselves.
	sounding out	those they can	basis of what is	match the rhyme	meanings to	
	unfamiliar words	read for	being said and	with another word.	known vocabulary.	To continue to
	accurately,	themselves.	done.			build up a
	automatically and			To read most	To predict what	repertoire of
	without undue	Take turns in	Answering and	words containing	might happen next	poems learnt by
	hesitation.	discussion and	asking	common suffixes.	on the basis of	heart,
		listen to other	questions.		what has been	appreciating
	To participate in	viewpoints.		Participate in	read so far in the	these and
	discussion about		To listen to	discussions,	text.	reciting some
	books that are read	To recite poems	another's	presentations,		with appropriate
	to them (at a level	by heart.	viewpoint.	performances, role	Gain, maintain	intonation to
	beyond at which they			play,	and monitor the	make the
	can read	To recognise	To show an	improvisations and	interest of the	meaning clear.
	independently) and	words that	awareness of	debates.	listeners.	
	those they can read	rhyme.	audience when			To perform
	for themselves.		reading aloud.	To be able to use	To show an	Nursery
		Give well		appropriate	awareness of	Rhymes,
	To follow and give	structured	Gain, maintain	expression when	rhythm and rhyme	Poetry, Plays
	simple instructions.	descriptions,	and monitor the	reading out loud.	when reading	and Songs.
		explanations and	interest of the		poetry and	
		narratives.	listeners.		rhyming stories.	



Sentence level	Use of the suffix –ly	Use of the	Use of the	Use of suffixes –	Formation of	Formation of
including	to turn adjectives	suffixes –er, -est	suffixes –er, -est	er, -est in	nouns using	nouns using
grammar and	into adverbs.	in adjectives.	in adjectives.	adjectives. Use the	suffixes – ness, -	suffixes – ness,
punctuation.		in adjournos.	in adjoon voo.	suffix –ly to turn	er.	-er and by
p annotation and	Subordination	Subordination	Formation of	adjectives into	011	compounding.
	(using- when, if, that,	(using -when, if,	adjectives using	adverbs.	Formation of	Use of the
	because).	that, because).	suffixes e.gful,	davo.so.	adjectives using	suffixes –er, -
		triat, because).	-less.	Subordination	suffixes –ful, -less.	est in adjectves.
	Coordination (or,	Coordination (or,	1000.	(using -when, if,		aujourou.
	and, but).	and, but).	Use of the suffix	that, because).	Using when, if,	Sentence
		J. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	–ly to turn	Coordination (or,	that, because.	indicates its
	Sentence indicates	Sentence	adjectives into	and, but).	Coordination (or,	function as a
	its function as a	indicates its	adverbs.		and, but).	statement,
	statement and	function as a		Sentence indicates	,,.	question,
	question	statement,	Subordination	its function as a	How the	command and
	'	question and	(using -when, if,	statement,	grammatical	exclamation.
	Expanded Noun	command.	that, because).	question and	patterns in a	
	Phrases for		Coordination (or,	command.	sentence indicates	Expanded Noun
	description and	Expanded Noun	and, but).		its function as	Phrases for
	specification.	Phrases for	Sentence	Expanded Noun	question,	description and
	·	description and	indicates its	Phrases for	statement and	specification.
		specification.	function as a	description and	command.	•
			statement,	specification.		Correct choice
			question and		Correct choice	and consistent
			command.	Focus on correct	and consistent	use of past and
				choice and	use of past and	present tense
			Focus on correct	consistent use of	present tense	throughout
			choice and	past and present	throughout writing	writing including
			consistent use of	tense throughout	including	progressive
			past and present	writing.	progressive forms	forms of verbs.
			tense throughout		of verbs.	
			writing.			



Spelling Primary Resource	Ongoing Letters and Sounds work.	Ongoing Letters and Sounds work	Ongoing Letters and Sounds work	Ongoing Letters and Sounds	Ongoing Letters and Sounds	Ongoing Letters and Sounds work
	Mixed words from a	Sourius work.	Journas Work.	WOIK.	WOIK.	Sourius Work.
Primary Resource Purple Mash.	and Sounds work. Mixed words from a range of spelling patterns and rules from previous year. The 'ge' and 'dge' sound at the ends of words, sometimes spelt as 'g' elsewhere in words before 'e, I, y' e.g. charge, gem. Homophones and near homophones. The 'ey' sound and spelling e.g. key, honey. Exception word list. The sound after 'w' and 'qu' e.g. want,	Letters and Sounds work. Sounds 'er' and 'or' after 'w' e.g. word, war, worst. The suffixes 'ment, ness, ful, less, ly.' Contractions. Words ending in 'tion'. Exception word list. Consolidating from this term's spellings. Use spelling app on I-pads.	Letters and Sounds work. 'le' on the ends of words e.g. table, bottle. Homophones and near homophones. The 'el' sound at the ends of words e.g. camel, level. The 'al' sound at the ends of words e.g. metal, mammal. Exception word list. Consolidating from this half	and Sounds work. The possessive apostrophe (singular nouns). Adding 'ed, ing, er est' to a root word ending in 'y' with a consonant before it e.g. copied, copying. Adding 'ing, ed, er, est and y' to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, dropped. Exception word list.	and Sounds work. The 'r' sound spelt 'wr' at the beginning of a word e.g. write, wrinkle. The 'l' sound spelt 'y' at the ends of words e.g. cry, supply. Adding 'es' to nouns and verbs ending in 'y' e.g. flies, magnifies. 'al all' sound e.g. all, call, tall. Exception word list. Consolidating	Letters and Sounds work. Sound spelt 'o' e.g. other, mother. Words ending in 'il' e.g. pencil, utensil. 'ge, dge' at the ends of words and sometimes spelt as 'g' elsewhere in words before 'e, I, y' e.g. badge, age, ledge. 'c' before 'e, I, y, e.g. race, fancy, trace. Exception word list.
	use dictionaries and thesaurus to improve known working		term's spellings.	Consolidating from this half term's spelling.	from this half term's work.	Consolidating from this half term's spellings.
	vocabulary.	SWISTS				SWISTS



Assessments.	Benchmarking/colour band tracking ongoing and reported termly.	Precision teach children ongoing. Home reading and records ongoing.	SWISTS termly. Weekly spelling ongoing.	SWISTS Salford reading test termly. NFER reading test termly.	Comprehension exercises for SATS preparation ongoing.	End of year test.
Wider reading.	The Very Angry Ladybug by Eric Carle. Feathers by Phil Cummings. Who is the Bear? By Keith Baker. Goat on a Boat by Leslie Simms. Where the Forest Meets the Sea by Jeannie Baker. Mr. Grumpy's Outing by John Burmingham. Peace at Last by Jill Murph Range of books on tropical rainforests.	Into the forest by Anthony Browne. Moon by Patricia Hegarty. The Faraway Tree by Enid Blyton. Voices in the Park by Anthony Brown. Greenling by Levi Pinfold. Bog Baby by Jean Wills. Tree: Seasons Come, Seasons Go by Patricia Hegarty. Range of books on gardens, trees and parks.	Lost and Found by Oliver Jeffers. The Flower by John Light. Guess What I found in Dragon Wood by Timothy Knapman. The Egg by M. P. Robertson. The Storm Whale by Benji Davies. Aaaarrgghh Spider! By Lydia Monks. Range of books on habitats and animals.	Jack and the Flumflum Tree by Julia Donaldson. Mr. Grumpy's Motor Car by John Birningham. The Way Back Home by Oliver Jeffers. The Tunnel by Anthony Browne. Badger's Parting Gift by Susan Varley. Michael Rosen's Sad Book by Michael Rosen. General information books and information reports.	Jim and the Beanstalk by Raymond Briggs. Jack and the Beanstalk by Richard Walker. The True Story of the Three Little Pigs by Jon Scieszka & Lane Smith. The Boy Who Grew Dragons by Andy Shephard. The Enormous Turnip by Katie Daynes. The Flower by John Light. Books on plants and seeds.	Ada Twist the Scientist by Andrea Beaty. The Dragon Machine by Helen Ward. The Dot by Peter H. Reynolds. Until I Met Dudley by Roger McGough and Chris Riddle. How Things Work by Jason Conrad. Fantastically Great Women Who Changed the World by Kate Pankhurst.



Wider	History- History of	History- Mary	History- Online	History- Charles	Science- How to	Science- How
curriculum.	Lego book.	Anning	articles linked to	Darwin biography,	germinate a plant.	to help grow a
		biography (child	Lord Derby and	articles related to		plant.
	Science- Materials	version).	Newspaper	his time on the	History-	
	and their uses.		articles	Beagle and I read	Newspaper	History-
		Geography-		excerpts from The	articles and	Biographies
		Jurassic Coast	Art- Henri	Origin of the	Beatles related	about the
		tourist guide.	Rousou	Species.	books	Beatles.
			biography and			
			art book.	Geography-		
		Computing-		Galapagos island	Geography-	
		Range of	Science-	information book.	Huyton book and	DT- Cookbooks.
		illustrated books	Endangered		newspaper	
		to show what	animals and	DT- Animals of the	articles.	Computing-
		their book could	British wildlife	world book		Picture books.
		look like.	book.	Science- Animal	Art – van Gough	
				habitat book.	biography.	
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.
	THE BIBIO.	THE BIBIO.	THE BIBIO.	THO BIBIO.	THE BIBIO.	THE BIBIO.



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout
Text level Features.	To know, understand and explain clearly the difference between fiction and non-fiction books. Note openings around character, setting, time of day and type of weather. Recognition of extended vocabulary to introduce the 5 story parts: introduction, build up, problem/dilemma, resolution, ending.	Bullet points for facts. Final comments to the reader. Note paragraphs to organise ideas around a theme. Use of Who? What? Where? When? Why? How? To be able to use on-line resources for reading for pleasure and finding information.	Note topic sentences used to introduce facts. How paragraphs can be used to organise ideas around a theme. Group related facts and ideas into paragraphs. Use of boxes, charts, graphs etc to convey additional information. Use of index and glossary. To be able to use a dictionary and thesaurus.	Personal response to the various parts of the story. Recognition of extended vocabulary to introduce the 5 story parts: introduction, build up, problem/dilemma, resolution, ending. Understanding layout of a variety of text. Understanding purposes of a variety of text.	To recognise, listen and discuss a wide range of fiction, poetry, plays. To justify preferences. To make links between authors of books with similar themes. To be able to use non-fiction, reference books and textbooks to find information. To recognise the sequence of events in books and how items of information are related.	To identify themes and conventions in a wide range of books. Awareness of lists-what is needed/lists of steps to be taken. Extra information, reminders in the ending. Use of pictures, photographs, captions, charts, graphs etc to provide additional information. To be able to use on-line resources for reading.



Reading fluency
and
comprehension
to include Higher
Order Reading
skills (i.e. skills
of location, re-
organisation,
inference and
evaluation and
appreciation).

Use of BLOOMS.

Use of Tower Hamlets.

To have a clear understanding of their reading ability and the knowledge of the next steps needed to move forward.

To use their phonic knowledge to decode quickly and accurately. May still need some support to read longer unknown words.

To use a wide range of strategies to make meaning from text.

To apply their growing knowledge of root words and prefixes.

To begin to read Year 3 / 4 common exception words. To check that text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To ask and answer questions appropriately, including inference questions based on characters' thoughts, feelings and motives.

To justify predictions using evidence from the text.

To be able to locate information, locate evidence and justify their opinions.

To discuss authors' choice of words and phrases for effect.

Asking questions to improve their understanding of the text.

Identifying how language, structure and presentation contribute to meaning.

Using dictionaries to check the meaning of words.

Use a thesaurus to build up vocabulary.

To discuss author's choice of words and phrases for effect.

To question what they do not understand.

To retrieve and record information from non-fiction texts.

Identifying themes and conventions in a wide range of books.

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words.

Identifying main ideas drawn from more than one paragraph and summarising these.

To use appropriate terminology when discussing texts (plot, character, setting). To discuss authors' choice of words and phrases for effect.

Preparing poems and playscripts to read aloud.

Recognising some different forms of poetry e.g. free verse, narrative poetry.

Answering questions to improve their understanding of the text. To include evidence from the text.

Using dictionaries to check the meaning of words that they have read.

To discuss author's choice of words and phrases for effect.

To understand the author's inference in a text.

Retrieve and record information from non-fiction.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence predicting what might happen from details stated and implied.

Participate in discussion about both books that are read to them and those they can read for themselves.

To be able to evaluate plot, character, inference and explain using evidence from the text.



Spoken language	Use relevant	To use spoken	Use relevant	To use intonation	To show an	Give well-
to include use of	strategies to build	language to	strategies to build	and volume when	awareness of	structured
Talkabout	vocabulary.	develop	vocabulary.	reading aloud.	audience when	explanations for
programme.		understanding			performing poems	different purposes.
	To give well-	through	Maintain attention	To use pace when	and play scripts.	
	structured	imaginings and	and participate	reading aloud.		Speak audibly and
	descriptions and	exploring ideas.	actively in		To be aware of	fluently with an
	narratives for		collaborative	To be aware of the	appropriate	increasing
	different purposes.	Participate in	conversations,	audience when	techniques that	command of
		discussions.	staying on topic	reading aloud.	can be used to	Standard English.
	To be able to		and initiating and		show an	
	discuss words and	To discuss	responding to	To listen	awareness of the	Use spoken
	phrases that	authors' choice of	comments.	sympathetically to	audience.	language to
	capture the	words and		another's opinion		develop
	reader's interest	phrases used for	To see both sides	especially when it	To be able to	understanding
	and imagination.	effect.	of the argument	differs from their	articulate and	through imagining
		T. b	and to be able to	own.	justify answers,	and exploring
	Speak audibly and	To begin to be	present both for	14:6	arguments and	ideas.
	fluently with an	able to orally	discussion.	Justify opinions	opinions.	
	increasing	summarise text,		calmly with		
	command of	both fiction and		evidence from the		
	Standard English.	non-fiction.		text and respect for others.		
	To be able to	To be able to		ior others.		
	recite poems by heart.	participate in plays and take on the				
	neart.	role of a character.				
		Tole of a character.				



		CATI	HOLIC PRIMAR	YSCHOOL		
Sentence level	Formation of	Formation of	Reinforce learning	Build on previous	Revise the	Revise the
features	nouns using a	nouns using a	from previous	learning. For	formation of nouns	formation of nouns
including	range of prefixes:	range of prefixes:	units, in addition to	example, the use	using a range of	using a range of
grammar and	auto, super and	auto, super and	focusing on the	'a' and 'an' when	prefixes: auto,	prefixes: auto,
punctuation.	anti.	anti; including un	use 'a' and 'an'	the next word	super and anti;	super and anti;
		and re.	when the next	starts with a	including un and	including un and
	Expressing time,		word starts with a	consonant or a	re.	re.
	place and cause	Expressing time,	consonant or a	vowel.		
	using the	place and cause	vowel.		The use 'a' and	Introduce the use
	conjunctions:	using the		Expressing time,	'an' when the next	of 'mis', 'in' and
	when, before,	conjunctions:	Word families	place and cause	word starts with a	'dis'.
	after, while, so,	when, before,	based on common	through	consonant or a	
	because, if and	after, while, so,	words showing	prepositions and	vowel.	Consolidate the
	although.	because, if and	how words are	conjunctions.		use 'a' and 'an'
		although.	related in form and		Word families	when the next
	In addition to the		meaning.	In addition to the	based on common	word starts with a
	tenses previous	Expressing time,		above, focus on	words showing	consonant or a
	taught, focus on	place and cause	A particular focus	expressing time,	how words are	vowel.
	present perfect	using prepositions:	on expressing	place and cause	related in form and	147 16 11
	form of verbs.	before, after,	time, place and	using adverbs:	meaning.	Word families
	Determinant	during, in and	cause using	then, next, soon	Determina	based on common
	Reinforce learning	because of.	prepositions:	and therefore.	Reinforce	words showing
	from year 2. For	Caarra an manfaat	before, after,	Deinforce the con-	expressing time,	how words are
	example, the use	Focus on perfect	during, in,	Reinforce the use	place and cause	related in form and
	of capital letters,	form of verbs.	because of.	of paragraphs as a	through	meaning and
	full stops, question marks and	Introduce	Focus on the use	way to group related material.	prepositions and conjunctions with	expressing time,
	exclamation marks	paragraphs as a way to group		Telateu Illatellai.	a focus on	place and cause through
	to demarcate	related materials.	of paragraphs as a way to group	Consolidate the	expressing time,	prepositions,
	sentences.	Telateu Illatellais.	related material.	use of inverted	place and cause	conjunctions or
	Scritchices.		Telateu Illatellai.	commas to	using adverbs:	adverbs.
	Revise commas to	Reinforce learning	Introduce inverted	punctuate direct	then, next, soon	ผนงธายง.
	separate (items in	from year 2. The	commas to	speech.	and therefore.	Revise and revisit
	a list).	use of capital	punctuate direct	орссоп.	and thorotore.	the use of
	a 113t).	letters, full stops,	speech.			paragraphs as a
		ictions, run stops,	эрсесіі.	<u> </u>	<u> </u>	paragrapris as a



T			10-10 1 1111 11 11 11		
	Revise	question marks		Revise and revisit	way to group
	apostrophes to	and exclamation		tenses with a	related material.
	mark where letters	marks to		focus on present	
	are missing in	demarcate		perfect form.	Revise commas to
	spelling and to	sentences.,			punctuate direct
	mark singular	commas to		The use of	speech and
	possession in	separate (items in		paragraphs as a	headings and sub-
	nouns.	a list).		way to group	headings to aid
				related material	presentation.
		Focus on		and commas to	
		apostrophes to		punctuate direct	
		mark where letters		speech.	
		are missing in			
		spelling and to		Introduce	
		mark singular		headings and sub-	
		possession in		headings to aid	
		nouns.		presentation.	
				•	



Spelling Primary	Homophones and	Word ending with	Recap Autumn	Words ending in	Recap Spring	Initial 's' sound
Resource Purple	near homophones.	'cian'.	Term.	'tion'.	words.	spelt with 'ci', 'ce',
Mash.	'					'cy'.
	Words with the 'ei'	The 'i' sound spelt	Prefix 'super'.	Words ending in	Suffix 'ly'.	
	sound spelt 'ei',	with a 'y' not at the	·	'sion'.		's' sound within a
	'eigh', 'ey'.	ends of words.	Prefix 'im'.		Structure and	word spelt with
				Prefix 're'.	parts of words.	'ce'.
	Opportunity to	The 'ou' sound.	Structure and			
	look at links from		parts of words.	Structure and	Homophones and	Structure and
	previously taught	Structure and		parts of words.	near homophones.	parts of words.
	spelling/structure	parts of words.	Words ending in			
	of words.		'sion'.	Words ending in	Go over all words	Assessment of all
		Prefixes 'in'.		'ure'.	done and then	words covered.
	Soft 'ch' sound.		Go over all words		assess.	
		Go over all words	done and then	Go over all words		SWISTS.
	Go over all words	done and then	assess.	done and then		
	done and then	assess.		assess.		
	assess.					
		SWISTS.		SWISTS.		
	Use the					
	dictionaries and					
	thesaurus					
	competently and					
	speedily to					
	enhance known					
	working					
	vocabulary.					
	Taa a 4h a					
	To use the					
	spelling app on					
	the I-pads.					



Assessments.	Benchmarking	Home reading	Precision teaching	Salford Reading	SWISTS termly.	NFER termly.
	colour banding	records ongoing.	ongoing.	test termly.	Weekly spellings	PIRA.
	ongoing and					
	reported termly.					
Wider Reading.	The Wild Robot by	Aesop's Fables.	Feathers by Phil	Sector 7 by David	Willy the Wimp by	Just a Dream by
	Peter Brown.		Cummings.	Weisner.	Anthony Browne.	Chris van
		Favourite Greek				Allsburg.
	The Iron Woman	Myths by Bob	10 Seeds by Ruth	Ocean Meets the	The Wolf's Story:	
	by Ted Hughes.	Hartman.	Brown.	Sky by Eric Fan.	What Really	Daisy Saves the
					Happened to Little	Day by Shirley
	The Tigerboy by	The Boy Who	The Journey by	Dragonology by	Red Riding Hood	Hughes.
	Ted Hughes.	Cried Wolf by	Francesca Sanna.	Helen Ward.	by Toby Forward	
		Tony Ross.			and Izhar Cohen.	Where the Wild
	How the Whale		Goat on a Boat by	The Night		Things Are by
	Became and	The Little Green	Leslie Simms.	Gardener by Terry	Three Little	Maurice Sendak.
	Other Stories by	Hen by Alison		Fan.	Wolves and the	
	Ted Hughes.	Murray.	Where the Forest		Big Bad Pig by	Voices in the Park
			Meets the Sea by	Free Fall by David	Eugene Trivizas	by Anthony
	Grandad's Secret	Hip Hop Aesop by	Jeannie Baker.	Weisner.	and Helen	Crowne.
	Giant by David	Kay Davenport.			Oxenbury.	
	Litchfield.		Emma Jane's	The Land of Never		Hetty Feather by
		The Lion Inside by	Aeroplane by	believe by Norman	National Trust: I	Jacqueline Wilson.
	Usborne Look	Rachel Bright.	Katie Haworth &	Messenger.	am the Seed that	
	Inside: Space.		Daniel Rieley.		Grew The Tree: A	The Lost Toy
	DI	Lost and Found by	5	Mythology by	Nature Poem for	Museum by David
	DK: Find Out!	Oliver Jeffers.	Range of books	Dugald Steer.	Every Day of the	Lucas.
	Robots.	Ol	on life in the	On and the second of the	year.	4000 foots object
	TI O I I	Charlotte's Web	1800s and	Coraline by Neil	The Lead MA Control	1000 facts about
	The Sea by James	by E.B. White.	explorers and	Gaiman.	The Lost Words	Victorian Britain by
	Reeves.	A	scientists such as	A I' ' .	by Robert	Jeremy Smith.
	Dange of backs	Amazing Foxes!	Charles Darwin.	Alice in	Macfarlane &	Tayo and Cares
	Range of books	By Nancy		Wonderland by	Jackie Morris.	Toys and Games
	on robots/space. Science.	Williams.		Lewis Carroll.		by Sally Hewitt.



Wider	History: The Stone	History: The Stone	History: The	History: The	History: The	History: The
Curriculum.	Age The Bronze Age The Iron Age	Age The Bronze Age The Iron Age	Roman impact on Britain	Roman impact on Britain	Egyptians	Egyptians
	Science: Rocks and soils Geography: Europe and the weather.	Science: Magnets Geography: settlement and land use.	In Geography the children studied Chester and the UK. Science: plants including humans.	In Geography the children studied Chester. Science: light.	Science: Plants Geography: Volcanoes and earthquakes.	Science: Plants Geography: Volcanoes and earthquakes.
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
	Read to Write	Read to Write	Read to Write	Read to Write	Read to Write	Read to Write
	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash
	Home-readers	Home-readers	Home-readers	Home-readers	Home-readers	Home-readers
	Talkabout	Talkabout	Talkabout	Talkabout	Talkabout	Talkabout
Text level	Narrative	Setting narrative	Myth narrative to	Invention	Twisted narrative	Refugee narrative
Features.	to narrate and	to narrate and	narrate and	narrative,	to narrate.	and diary to
	inform.	newspaper report	inform.	biography-	Letter to	recount.
	Paragraphs to	to recount.		recount.	persuade.	
	organise ideas		To identify			To refer to
	into each story	To read for a	themes and	To recognise the	To refer to	authorial style,
	part.	range of	conventions in a	use of a range of	authorial style,	overall themes
		purposes.	wide range of	layouts suitable to	overall themes	and features
	To discuss and		books.	the text.	and features	written in the first
	compare texts	Determine			written in the first	person.
	from a wide	purpose,	Secure use of	To recognise how	person. Use of	
	variety of genres	audience and	planning tools:	author	presentational	To recognise
	and writers, to	form.	text map, boxed	consistently	devices such as	hook to introduce
	include fiction,		up grid.	maintains a	numbers and	and tempt reader.
	poetry, plays,	Recognise hooks		viewpoint.	headings etc.	
	non-fiction,	to introduce and	Clear distinction			Sub-headings to
	reference books	tempt reader e.g.	between	Clear distinction	Recognise that	introduce section
	and text books.	Who? What?	resolution and	between	endings include	and paragraphs.
		Where? Why?	ending.	resolution and	reflection on	
	Reading books	When? How?		ending.	events,	Use of bullet
	structured in		To recognise and		characters and	points and
	different ways	Recognise tools	discuss different		can include	diagrams.
	and for a range of	used: text map,	forms of poetry		personal opinion,	
	purposes.	boxed up grid.	e.g. free verse or		response, extra	
			narrative.		information.	



Reading
Fluency and
Comprehension.

To include Higher Order Reading Skill (i.e. skills of location, reorganisation, inference, evaluation and appreciation).

Use of BLOOMS.

Use of Tower Hamlets.

To have a clear understanding of their own reading ability and an awareness of the steps that need to be taken to move forward.

To read most words fluently and to decode any unfamiliar words with increasing speed and skill.

To apply their knowledge of roots words, prefixes and suffixes/word endings to read aloud fluently.

Discussing words and phrases that capture the reader's interest and imagination. Asking questions to improve their understanding of text. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Discussing words and phrases that capture the reader's interest and imagination.

Asking/answering open-ended questions to generate a range of possibilities.

Asking questions (to include Higher Order) to improve their understanding of a text. The how why and inference questions. Discussing words and phrases that capture the reader's interest or imagination.

To recognise and discuss some different forms of poetry. To prepare and perform poems and play scripts.

Discussing their understanding of words and phrases in context.

Asking questions (to include higher order questions) to increase their understanding of the text. Drawing inferences on characters feelings, thoughts and motives from their actions. Justify opinions.

Discussing words and phrases that catch the reader's imagination and interest.

Asking questions (to include Higher Order reading questions), to improve their understanding of the text.

Identify the main ideas drawn from more than one paragraph and summarising. Identifying how language contributes to meaning.

To use all the organisational devices within a non-fiction text to retrieve, record and discuss information.

Letter formats used for different reasons.

Discussing use of persuasive words and phrases that capture the imagination.

Identifying persuasive language. Building up knowledge of persuasive vocabulary.

Identifying how language, structure and presentation contribute to meaning.

Constantly checking text makes sense.

To justify predictions from details stated and implied.

Discussing words and phrases used to capture the attention and imagination of the reader.

Asking questions to improve their understanding of the text.

Identifying the main ideas drawn from more than one paragraph and summarising. Analysing language used to inspire empathy.

Analyse language used to denote passing of time.

Predicting what might happen next from details stated and implied.



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Drawing inferences on character's feelings, thoughts and motives from their actions. Justifying inferences with predicting what might happen next from details given. Use relevant strategies to make meaning from text.	Identifying how language, structure and presentation contribute to meaning. To read all Year 3/4 common exception words. Ask relevant questions to extend their understanding and knowledge.	Use relevant strategies to build vocabulary. To draw inferences from character's feelings, thoughts and motives.	To identify themes and conventions in a wide range of books.	To anticipate key events and phrases in rhyme and stories. To use dictionaries to check the meanings of words that they have read. To use a thesaurus to extend their known vocabulary and enhance their reading and writing.	To use all the organisational devices available within a nonfiction text to retrieve, record and discuss information.



Spoken language to include use of 'Talkabout' programme.	Use spoken language to develop understanding through imagining and exploring ideas. Discuss their understanding of the text and explaining the meaning of words in context. Speak audibly and fluently with an increasing command of Standard English.	Give well- structured explanations for different purposes. Articulate and justify answers, arguments and opinions. To recommend text to peers based on personal choice. Discuss vocabulary used to capture reader's interest and imagination.	Use spoken language to develop understanding through imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. To show awareness of an audience when reading aloud. To prepare and perform poems and playscripts with appropriate techniques (intonation, volume and action) to show awareness of the audience when reading out loud.	Discuss understanding of text and explain meaning of words in context. Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates. Listen and respond appropriately to adults and peers.	Use spoken language to develop understanding through imagining and exploring ideas. Give well-structures descriptions and narratives for different purposes, including expressing feelings. Articulate and justify answers, arguments and opinions. Speak audibly and fluently with an increasing command of Standard English.	Read all Year 3 / 4 common exception words. Maintain attention and participate actively in collaborative conversations, staying on topic. Initiating, responding to comments. Articulate and justify answers, arguments and opinions. To show an awareness of audience when reading aloud.
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Sentence level	Focus on noun	Revisit noun	Revise noun	Focus on noun	Revise noun	Revisit noun
features	phrases	phrases	phrases	phrases	phrases	phrases
including	expanded by the	expanded by the	expanded by the	expanded by the	expanded by the	expanded by the
grammar and	addition of	addition of	addition of	addition of	addition of	addition of
punctuation.	modifying	modifying	modifying	modifying	modifying	modifying
	adjectives, nouns	adjectives, nouns	adjectives, nouns	adjectives, nouns	adjectives, nouns	adjectives, nouns
	and preposition	and preposition	and preposition	and preposition	and preposition	and preposition
	phrases.	phrases.	phrases.	phrases.	phrases.	phrases.
	Fronted	Fronted adverbial	Fronted	Fronted	Focus on fronted	Fronted
	adverbials	punctuated by a	adverbials	adverbials	adverbials	adverbials
	punctuated by a	comma.	punctuated by a	punctuated by a	punctuated by a	punctuated by a
	comma.		comma.	comma.	comma.	comma.
	Danasanka	Paragraphs	Davasanka	Danamaka	Danamaka	-
	Paragraphs	organised around	Paragraphs	Paragraphs	Paragraphs	Focus on
	organised around a theme.	a theme.	organised around a theme.	organised around a theme.	organised around a theme.	paragraphs
	a trierrie.	Teach how to use	a trierrie.	a theme.	a trieffie.	organised around a theme.
	Apostrophes for	nouns or	Focus on nouns	Nouns or	Nouns or	a tricine.
	possession	pronouns to aid	or pronouns to aid	pronouns to aid	pronouns to aid	Nouns or
	including plural	cohesion and	cohesion and	cohesion and	cohesion and	pronouns to aid
	nouns.	avoid repetition.	avoid repetition.	avoid repetition.	avoid repetition.	cohesion and
						avoid repetition.
	Teach the	Focus on inverted	Apostrophes for	Inverted commas	Inverted commas	•
	grammatical	commas and	possession	and other	and other	Inverted commas
	difference	other punctuation	including plural	punctuation to	punctuation to	and other
	between plural	to indicate direct	nouns.	indicate direct	indicate direct	punctuation to
	and possessive -s	speech.	_	speech.	speech.	indicate direct
			Grammatical			speech.
		Verb inflections	difference	Verb inflections	Grammatical	
		(we were instead	between plural	(we were instead	difference	Verb inflections
		of we was).	and possessive -s	of we was).	between plural	(we were instead
					and possessive -s	of we was).



	CATTOLIC I RIMART SCHOOL									
Spelling	Homophones and	Prefixes 'dis' and	Recap Autumn	Rule to learn for	Recap Spring	Possessive				
Primary	near	'mis'.	Term.	root words ending	Term	apostrophes with				
resource Purple	Homophones.			in 't' or 'te' to add		plural words.				
Mash.		'il' prefix and	Words ending in	'tion'.	Root word ending					
	Words with the 's'	words.	'g' sound spelt		in 'ic' to 'ally' add	Links between				
	sound spelt 'sc'.		'gue'	Suffix 'ous'.	l.	structure of				
		Links between	'K' sound spelt			words. Statutory				
	Morphology-links	structure of	'que'.	Links between	Meanings and	list of spellings.				
	between structure	words.		structure of	uses of 'sub',					
	of words and	Statutory list of	Rule to learn for	words.	'anti' and 'auto'.					
	parts of words.	spellings.	root words ending	Statutory list of						
	Stems-roots-		in 'ss' or 'mit' to	spellings.	Links between					
	prefixes-suffixes	Adding suffixes	add 'ssion'.		structure of					
	etc.	beginning with		Homophones and	words. Statutory					
		vowel letters to	Links between	near	list of spellings.					
	'sion' words.	words of more	structure of	homophones.		SWISTS.				
		than one syllable.	words. Statutory		Meaning and use					
			list of spellings.	SWISTS.	of 'inter'.					
		SWISTS.				Words covered				
	Words covered		Words with the 'k'			practised and				
	practised and	Words covered	sound spelt 'ch'.		Words covered	assessed.				
	assessed.	practised and		Words covered	practised and					
		assessed.	Words covered	practised and	assessed.					
	Practise use of		practised and	assessed.						
	the dictionary and		assessed.							
	thesaurus with									
	competence and									
	speed in order to									
	extend working									
	vocabulary.									
	Use spelling app									
	on I-pads.									



Assessments.	Benchmarking and Colour Band tracking ongoing and reported	Precision teach pupils ongoing.	Home reading and home reading records ongoing.	Salford reading test termly.	Weekly spellings SWISTS termly.	NFER reading test termly.
	termly.					
Wider reading.	The Last Polar Bears by Harry Horse.	The Blue Whale by Jenni Desmond.	Myth Match by Good Wives and Warriors.	The Watcher: Jane Goodall's Life with the Chimp by	Queen Munch and Queen Nibble by Carol Ann Duffy and Lydia	Red: A Crayon's Story by Michael Hall.
	The Journey Home by Frann Preston-Gannon. The Polar Bear	Whale Boy by Nicola Davies. How the Whales Became and Other Stories by	A Miscellany of Magical Beasts by Simon Holland.	Jeanette Winter. Queen of the Falls by Chris Van Allsburg.	Monks. 101 poems for Children by Carol Ann Duffy.	The Carrot, the Egg and the Teabag by A. M. Marcus.
	Son by Lydia Dabcovich. The Lost Thing by	Ted Hughes. Why the Whales	Seconds by Mark Cavendish.	The Hidden Garden by Jeannie Baker.	Snow White in New York by Fiona French.	Coat by Frank Cottrell Boyce.
	Shaun Tan.	Came by Michael Morpurgo.	The Death of Baldur by Louise	Jacques	The Lost Words	Oranges in No Man's Land by
	The Ice Bear by Jackie Morris.	Quest by Aaron	Simonson.	Cousteau: Conserving	by Jackie Morris.	Elizabeth Laird.
	Beegu by Alexis Deacon.	Becker. The Big Book of the Blue by Yuval	Viking Gods! From Odin to Thor by Left Brain Kids.	Underwater Worlds by John Zronik.	Me and You by Anthony Browne. Range of books	Hamid's Story – A Journey from Eritrea by Andy Glynne.
	The Polar Bear by Jenni Desmond.	Zoomer. The Whale: In	Norse Myths by Eric Braun.	Ocean: A Visual Encyclopedia by DK.	on plants, seeds. castles and books with letters in.	Dreams of Freedom by
	Polar Bears and the Arctic by Natalie Pope Boyce.	Search of the Giants of the Sea by Philip Hoare.	Vicious Vikings by Ellie Dean.			Frances Lincoln.



Wider curriculum.	Science – Living Things/ Habitats/	Science – Living Things/ Habitats/	History – Vikings.	Science – Living Things/ Habitats/	Plants and seeds.	Geography – Europe.
	Animals/ Humans.	Animals/ Humans.	The Bible.	Animals/ Humans.	Castles.	The Bible.
	The Bible.	The Bible.		The Bible.	Books containing letter correspondence.	



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
	Reading +	Reading +	Reading +	Reading +	Reading +	Reading +
	Read to Write	Read to Write	Read to Write	Read to Write	Read to Write	Read to Write
	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash
	Home-reading	Home-reading	Home-reading	Home-reading	Home-reading	Home-reading
	Talkabout	Talkabout	Talkabout	Talkabout	Talkabout	Talkabout
Text level	Diary with recount	Letters to recount,	Narrative cliff	Character	To continue to	Reading books
Features.	purposes. Biography	informal but can	hanger.	narrative.	read and discuss	that are
	with recount.	compare with	Instructional	Newspaper	an increasingly	structured in
		formal.	manual	report to recount.	wide range of	different ways
	Note parts of the story	News reports and	(guidelines	Looking at	fiction, poetry,	and reading for
	that indicate a change	information texts.	informational,	balanced	plays, non-fiction	a range of
	in place or jump in		non-	arguments	and reference or	purposed
	time.	Recognise use of a	chronological	for/against.	text books.	increasing their
		topic sentence and	texts), based			familiarity with a
	To read a wide range	use of bullet points	around species,	Poetry.	Note the variety	wide range of
	of genre, identifying the	and diagrams.	living things,		of ways	books.
	characteristics of text		mystical	Note repetitive	employed by the	
	type. Including use of	Identify use of	creatures.	language used to	authors to draw	Recognise a
	the first person in	varied connectives	5	persuade and	the reader in and	variety of ways
	reading diaries.	within paragraphs	Diary, setting	note any boastful	make the	to draw the
	D	to build cohesion.	descriptions,	language used to	purpose clear.	reader in and
	Recognise a clear		fairy-tales,	entice reader to		make the
	distinction between	Examine use of a	magical	adopt author's	Making	purpose clear.
	resolution and ending.	range of layouts	narrative links	opinion.	comparisons	D
	Identificance of a new new	suitable to the text.	and poetry.		within and across	Recognise clear
	Identify use of a range		December 75	Use of change of	text.	summary at the
	of layouts suitable to		Recognise range	place, time and		end to appeal
	the text.		of layouts suitable to the	action to link		directly to the
				ideas across		reader.
			text.	paragraphs.		
			1			



Reading fluency and comprehension. To include Higher Order Reading skills (i.e. skills of location, reorganisation, inference, evaluation and appreciation.

Use BLOOMS.

Use of Tower Hamlets.

To have a clear understanding of how they read and the next steps required to move them forward.

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Checking that the text makes sense to them, discussing their understanding and the meaning of words and context.

Identifying and discussing themes and conventions in and across a wide range of text.

Discuss and evaluate how authors use language, including figurative, considering the impact on the reader. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identify how language, structure and presentation contribute to meaning.

Drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.

Identifying key details that support the main ideas.

Summarise the main ideas from more than one paragraph.

To apply their growing knowledge of root words, prefixes and suffixes/word endings, to read aloud fluently.

Increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

Learning a wider range of poetry by heart.

Read and summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Drawing inferences such as inferring characters' thoughts and motives from their actions or words, and justifying inferences with evidence.

To be able to read and summarize succinctly the main opposing points of view in an argument or debate.

To apply their growing knowledge of root words, prefixes and suffixes/word endings, to read aloud fluently.

Identify and discuss themes and conventions in and across a wide range of text.

Asking questions both open and closed to improve their understanding.

Learning and using techniques to retrieve information speedily and accurately.

To read aloud with fluency, pace, expression and confidence.

Identifying and discussing themes and conventions in and across a wide range of reading.

Drawing inferences such as inferring character's feelings, thoughts and motives from their actions. Justifying and clarifying inferences with evidence.

Showing the ability to locate, explain and justify evidence found.



	Predicting what might happen next from	Discuss and evaluate	Discuss and evaluate how	To recognise persuasive	To make predictions	To be able to make
	details stated or implied.	the difference between vocabulary	authors use language,	language being used and to what	based on details stated and	comparisons within and
	Exploring the meaning of words in context. Asking questions to improve their understanding. Distinguish between statements of fact and opinion.	used to denote informal speech and the vocabulary appropriate to formal speech. Asking questions (Higher Order questions) to improve their understanding.	including figurative language to draw the reader in and provide rich and varied settings. Explore common language and devices used in fairy-tale and magical	purpose. To read most Year 5/ 6 common exception words. To be able to draw on prior knowledge to make inference and predict.	implied, justifying them in detail with evidence from the text. To retrieve, record and present information from non-fiction texts. Predicting what might happen	across books. To recommend text to peers based on own personal choice.
6	Read closely, annotating for specific purposes.		narrative.		next from details given and implied.	



Con also in	Double in the in	lles relevent	Maintain	Dantiain ata in	To liston to less:	Antiquilate and
Spoken	Participate in	Use relevant	Maintain	Participate in	To listen to key	Articulate and
language to	discussions about	strategies to build	attention and	discussions	information and	justify answers,
include use of	books, building on their	their vocabulary.	participate	about books,	to be able to	arguments and
Talkabout.	own and other's ideas		actively in	taking on the	verbalise the	opinions.
	and challenging views	Use spoken	collaborative	opinions of	main ideas.	
	courteously.	language to	conversations,	others and		Use relevant
		develop	staying on topic	challenging	Use spoken	strategies to
	Give well- structured	understanding	and initiating and	views	language to	build their
	descriptions and	through	responding to	courteously.	develop	vocabulary.
	explanations for	speculating,	comments.		understanding	
	different purposes,	hypothesising, and		Use relevant	through	Participate in
	including for	imagining and	To identify main	strategies to	speculating,	discussions,
	expressing feelings.	exploring ideas.	ideas drawn	build their	hypothesising,	presentations,
			from more than	vocabulary.	imagining and	performances,
	Use relevant strategies		one paragraph		exploring ideas.	role-play,
	for building their own		and to be able to	Articulate and		improvisations
	vocabulary.		summarise	justify answers,	To show an	and debates.
	· · · · · · · · · · · · · · · · · · ·		these	arguments and	ability to explain	
	Recognise and use		coherently.	opinions.	the difference	To recommend
	Standard English for				between a	text to peers
	verb inflections instead		To continually	Give well-	statement of fact	based on
	of local spoken forms.		show an	structured	and opinion.	personal choice.
	or local oponer forms.		awareness of	descriptions,	and opinion.	personal choice.
			audience when	explanations and	Preparing poems	Recognition to
			read out loud	narratives for	or plays to read	be able to use
			using intonation,	different	aloud and to	formal/informal
			tone, volume		perform.	
			1	purposes,	penom.	language
			and action.	including		dependant on the audience.
			Maka	expressing		the addletice.
			Make	opinions.		
			comparisons			
			within and			
			across books.			



Sentence level	Introduce the prefix	Reinforce previous	Consolidate the	Continue to	Build on previous	Build on		
features	'dis'.	learning and	difference	reinforce the	learning. Focus	previous		
including		introduce the	between	difference	on confidently	learning. Focus		
grammar and	Indicate degrees of	difference between	vocabulary of	between	using a	on the		
punctuation.	possibility using modal	vocabulary of	informal speech	vocabulary of	thesaurus.	difference		
	verbs.	informal speech	and vocabulary	informal speech		between		
		and vocabulary	appropriate to	and vocabulary	The verb	vocabulary of		
	Focus on building	appropriate to	formal speech	appropriate to	prefixes: mis,	informal speech		
	cohesion through	formal speech. Also	and writing using	formal speech	over and de and	and vocabulary		
	pronouns.	writing using a	a formal tone.	and writing using	transforming	to formal		
		formal tone.		a formal tone.	nouns and	speech and		
	Introduce relative		The degrees of		adjectives into	writing (formal		
	clauses beginning with	Continue to indicate	possibility using	Focus on relative	verbs.	tone).		
	who, which, where,	degrees of	modal verbs, in	clauses				
	when, whose, that or	possibility using	addition to	beginning with	Continue to	Reinforce		
	an omitted relative	modal verbs.	adverbs.	who, which,	indicate degrees	relative clauses		
	pronoun.			where, when,	of possibility	beginning with		
		Facilitate using	Continue using	whose, that or an	using adverbs.	who, which,		
	Introduce commas for	adverbials to link	adverbials to link	omitted relative		where, when,		
	parenthesis and	ideas across	ideas across	pronoun.	Understand the	whose, that or		
	dashes to mark	paragraphs.	paragraphs.		difference	an omitted		
	boundaries between		Introduce the	Using commas	between	relative		
	independent clauses.	Reinforce commas	use of hyphens	to clarify	structures typical	pronoun.		
		for parenthesis and	to avoid	meaning and	of informal			
		dashes to mark	ambiguity.	avoid ambiguity.	speech and	Continue to		
		boundaries			structures	understand the		
		between		Introduce semi-	appropriate to	differences		
		independent		colons to	formal speech in	between		
		clauses.		separate the	writing, for	structures		
				boundary	example, the use	typical of		
				between	of the passive	informal speech		
				independent	form.	and structures		
				clauses.		appropriate to		
						formal speech in		





			DEIC I KIMAK	A SECTION OF THE PROPERTY OF T		
Spelling	Recap of spellings and	Words with silent	Recap Autumn	Endings spelt	Recap Spring	'ly' endings/
primary	rules from previous	'k'.	Term.	'cious'.	Term.	
resource Purple	years.					Words with
Mash.		Words spelt 'ei'	Words	Words ending in	Homophones-	silent 'b'.
	Morphology-	after 'c' and other	containing the	'ancy'.	words that are	
	opportunities to find	consonants.	letter string		confused.	Links from
	links from spellings and	Exceptions to the I	'ough'.	Nouns that end		previously
	structure of words and	before e rule except		in 'ce', 'cy' and	Words ending in	taught words
	parts of words, stems-	after c.	Words ending in	verbs that end in	'ably' continued.	and parts of
	roots-prefixes-suffixes		'able'.	'se' and 'sy'.		words.
	etc.	Links from			Links from	
		previously taught	Links from	Links from	previously taught	Consolidation of
	Words ending in 'able'	words and parts of	previously taught	previously taught	words and parts	all words done
	and 'ably'.	words.	words and parts	words and parts	of words.	and then
			of words.	of words.		assess.
	Consolidation of words	Words containing			Silent 'w'.	
	covered, then assess.	the letter string	Homophones-	Words with silent		
		ʻough'.	words that are	letters.	Consolidation of	
	Use of dictionaries and	0 "1"	confused.	0 "1" (words done, then	
	thesaurus with	Consolidation of		Consolidation of	assess.	
	competence and speed	words done, then	Consolidation of	words done, then		
	to enhance known	assess.	words done,	assess.		
	working vocabulary.	OMUOTO	then assess.	OMUOTO		
	Lies of enalling and on	SWISTS.		SWISTS.		
	Use of spelling app on			PIRA.		CMICTO
	I-pads.					SWISTS.



Assessments.	Benchmarking/Colour Band tracking ongoing and reported termly. Precision teach pupils ongoing.	Reading Plus Feedback ½ termly and ongoing tracking.	Home-reading and records ongoing.	Salford reading test termly.	Weekly spelling test. SWISTS termly. PIRA.	NFER reading test termly.
Wider reading.	Rose Blanche by Roberto Innocenti.	Aesop's Fables by Michael Rosen.	Cogheart by Peter Bunzi.	City Green by Dyanne DiSalvo- Ryan.	Quest by Daniel Hahn.	Ape by Martin Jenkins and Vicky White.
	The Matchbox Diary by Paul Fleischman. My Secret War Diary by Marcia Williams.	The Orchard Book of Aesop's Fables by Michael Morpurgo.	What Not To Do If You Turn Invisible by Ross Welford.	Heroes of the Environment by Harriet Rohmer.	Survivors by David Long. True Stories of Survival by Paul	Congo by Michael Crichton.
	The Little Ships by Louise Borden & Michael Foreman.	Leonardo da Vinci: Dreams, Schemes and Flying Machines by Heinz	The Dollmaker of Krakow by R. M. Romero.	The Garden of Happiness by Erika Tamar.	Dowswell. Incredible Journeys by	Good Night Gorilla by Peggy Rathman.
	The Journey by Francesca Sanna.	Kaehne. The Balloon	Odd and The Frost Giants Hansel and	Window by Jeannie Baker.	Levison Wood. Great	Gorillas by Seymour Simon.
	The Eagle and the Snow by Michael Morpurgo.	Factory: The story of the men who built Britain's first flying machines by Alexander Frater.	Gretel by Neil Gaiman. Mr Shaha's Recipe for	National Trust: I am the Seed That Grew the Tree: A Nature Poem for Every	Adventures by Alistair Humphreys. Atlas of	Gorillas (Amazing Animals) by Kate Riggs.
	Who are Refugees and Migrants? By Michael Rosen and Annemarie Young.	Flight (Eyewitness) by Andrew Nahum.	Wonder by Alom Shaha.	Day of the Year by Fiona Waters. Plant: Exploring	Adventures by Lucy Leatherland.	In Conversation with Jane Goodall
	Journey to Jo'burg by Beverley Naidoo.		Neverbelieve by Norman Messenger.	the Botanical World by Phaidon Editors.	The Nature Explorer's Scrapbook by A. Pinnington.	Chimpanzee Protector by Robin S. Doak.



Wider	Slave Trade in	WW1 and WW2-	Fairy-tales.	Rules and	Journey's of	Conservation in
curriculum.	America.	History.		responsibilities.	Adventure.	the Wild.
	Human Rights.		Planning a			
	Rights of Children.	Bereavement Loss	journey- maps,	Poverty,	Journeys in	Lost Worlds.
	Slavery.	and Hope-PSHE. Design Technology	routes Geography.	homelessness- PSHE.	Nature.	
	Significant People e.g.	-		. 5.12.		
	Martin Luther King, Anne Frank.	Inventions/Inventors	The Bible.	Art and design	The Bible.	The Bible.
		The Bible.		The Bible.		
	The Bible.					



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout
Text level Features.	To be aware of the development of characterisation. Note varied connectives within paragraphs to build cohesion. Note change of time and action to link ideas across paragraphs. Note use of literacy features to create effect such as alliteration, onomatopoeia, similes, metaphors etc.	Revision of structure of stories, introductions, middle and endings. Note consistently maintained viewpoint. Note summaries to appeal directly to the reader. Techniques used to involve the reader.	Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Examine text layouts used appropriate to purpose.	Examine use of dialogue to move the story on. Examine how the plots is consistently maintained. Use of persuasive language. Techniques used to engage the reader.	Note balanced coverage of a topic or argument. Note how ideas are linked across paragraphs using a wide range of cohesive devices including grammatical connections e.g. adverbial	Use of text layout appropriate to purpose. Look at how ideas are linked across paragraphs using a wider range of devices e.g. repetition of a word or phrase. Note lay-out devices such as headings, subheadings, bullets or table to structure text.



Reading,
fluency and
comprehension.

To include Higher Order Reading skills (i.e. skills of location, reorganisation, inference and evaluation and appreciation).

Use of BLOOMS.

Use of Tower Hamlets.

To have a clear understanding of how well they read and the next steps needed to improve.

To read fluently with full knowledge of all Year 5 / 6 common exception words, prefixes, suffixes/word endings, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.

Identify and discuss themes and conventions in and across texts.

Inferring characters feelings, thoughts and motives from their actions and justifying with evidence. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Distinguish between fact of opinion.

Provide reasoned justification for viewpoints.

Identify how language, structure and presentation contribute to meaning.

Retrieve, record and present information from non-fiction.

Identify text layout and its appropriateness to purpose.

Answering and asking Higher Order reading questions to demonstrate a deeper understanding of text.

Discuss and evaluate how authors use language, including figurative language, to impact on the reader.

Ask relevant questions to extend their understanding and knowledge.

Identifying and discussing themes and conventions in and across a wide range or reading.

Predicting what might happen next from details stated and implied.

Read closely, annotating for specific purposes.

Provide reasoned justification for their views.

Provide evidence from the text to support their views.

To be able to retrieve evidence from the text speedily using skimming and scanning.

To be able to retrieve, record and present information from non-fiction.

Identify and discuss themes and conventions in and across texts.

Identify how language, structure and presentation contribute to meaning.

Discuss and

evaluate how authors use language, including figurative language to draw the reader in and provide rich and varied settings. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

To discuss how characters/people change and develop through texts by drawing inferences based on indirect clues.

To retrieve, record and present information from non-fiction texts.

To recognise more complex themes in what they read (such as loss or heroism).



Use relevant
strategies to build
vocabulary.
Reading books that
are structured in

Reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books.

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.

To be able to recommend books they have read to their peers, giving reasons for their choice.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions ad to make improvements when participating in discussions.

To have a clear understanding of their own reading ability and an awareness of steps that need to be taken to move forward.

To consider different accounts of the same event and to discuss viewpoints (both of author's and of fictional characters). To be able to write a summary of various viewpoints backed up with evidence.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

To answer 'how' and 'why' questions about their experiences and in response to stories or events. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Explore common language and devices used in fairy-tale and magical narrative.

To know that information can be retrieved from books and computers.

To use nonfiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in context where pupils are genuinely motivated to find out information (e.g. information leaflets before a museum visit. reading a theatre programme, map of park).

To be able to locate information, justify their views, give full explanations and clarify their viewpoint backed up by clear evidence from the text.

Read increasingly complex text independently for sustained periods.



Spoken
language to
include use of
Talkabout
programme.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring.

Give well-structured descriptions and narratives for different purposes.

To be able to orally summarise passages read, including relevant and pertinent detail.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including fiction from our literary heritage and books from other cultures and traditions.

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Ability to use vocabulary typical in informal/formal speech.

To speak audibly and fluently with an increasing command of Standard English. To explain and discuss their understanding of what they have read, including through formal presentation and debates.

Continue to discuss an increasingly wide range of fiction.

To draw out key information and to summarise the main ideas in a text.

To be able to identify evidence, locate and justify meaning from a text and explain to others.

Use relevant strategies to build vocabulary.

Articulate and justify answers, arguments and opinions.

Listen and respond appropriately to adults and peers.

Speak audibly and fluently with an increasing command of Standard English.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

Provide justification and clarification for their views.

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.

Provide reasoned justification, clarification and evidence for their views.

Participate in discussions about books that are read to them and those they can read for themselves.

Build on their own and others' ideas and challenging views courteously.

Give wellstructured explanations for different purposes.



Sentence level
features
including
grammar and
punctuation.

Understand how words are related by meaning as synonyms and antonyms.

Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. Develop the ability to decide upon formal and informal vocabulary choices.

In addition to, the difference between structures typical of informal speech and structures appropriate to formal – use of question tags in informal speech.

Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. Develop the ability to decide upon a formal tone.

The difference between structures typical of informal speech and structures appropriate to formal speech in writing.

The use of the subjunctive form in some very formal speech and writing. For example, 'Wish – if I were...'

Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing — informality of direct quote contrasting with formality of vocabulary choices.

The difference between structures typical of informal speech and structures appropriate to formal.

Revise linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis.

Understand how words are related by meaning as synonyms and antonyms.

Focus on the difference between vocabulary of informal speech and vocabulary of informal speech and vocabulary appropriate to formal speech and writing.

In addition to, the difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing. For example, 'Wish – if I were...'

Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writingtechnical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone.

Revise the use of the passive voice to affect the presentation of information in a sentence and the use of question tags in informal speech.

Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.

Revise the use of the passive voice to affect the presentation of information in a sentence.

Revise and consolidate linking ideas within and across paragraphs, using a wider range of cohesive devices – adverbials.

Revise the use of headings, sub-headings to structure text.



CATHOLIC PRIMARY SCHOOL								
Revise and consolidate linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials. Focus on colons to introduce a list and semi-colons for more elaborate lists. Revise the use of commas, brackets and dashes for parenthesis and a semi-colon to separate two main clauses.	Revise linking ideas within and across paragraphs using a wider range of cohesive devices—pronouns. Consolidate the use of a semicolon as the boundary between independent clauses and hyphens to clarify meaning and avoid ambiguity.	Focus on using heading, subheading, columns and captions to structure information. Introduce the use of brackets, dashes and semicolons to punctuate sentences in order to enhance meaning. Focus on using a range of punctuation taught throughout KS2 including direct speech.	Command can suggest demand, 'I recommend that' Use of the passive to affect the presentation of information in a sentence. The use of question tags in informal speech. Recap of ellipsis for cohesion, colon to introduce a list, semi-colons for more elaborate lists. To use a range of punctuation taught at KS2 to puncuate a series of sentences.	Revise and consolidate linking ideas within and across paragraphs, using a wider range of cohesive devices – the use of conjunctions, adverbials, pronouns and synonyms. Use of headings, sub-headings and bullets to structure texts. Recap how to use a colon to introduce a list and semi-colons for more elaborate lists,	Recap using commas to clarify meaning and avoid ambiguity. In addition to, using as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis. Revise using semi-colons as boundaries between independent clauses. Their use in the punctuation of bullet points. Use of hyphens to avoid ambiguity.			
			•		Use of speech punctuation.			



Spelling	Recap Year 5 words.	Adding suffixes	Recap Autumn	Words with silent	Recap Spring	Words ending in
Primary		beginning with	Term.	letter 't'.	Term.	ʻly'.
resource Purple	Homophones-words	vowel letters to				
Mash.	that are confused.	words ending in	Words ending in	Words ending in	Abstract nouns.	Words ending in
		'fer'.	'ious'.	'ent', 'ence',		'ant'.
	Finding links from			'ency'.	Use of the	
	previously taught	Double	Words ending in		hyphen.	Go over all words
	spelling/structure of	consonants.	'tial'.	Double		practised this half
	words and parts of			consonants.	Double	term then assess.
	words. Stems-roots-	Continuing words	Homophones-		consonants.	
	prefixes-suffixes etc.	ending in 'ible'	words that are	Words ending in		
		and 'ibly'.	confused.	'ance'.	Go over all	
	Words ending in				words practised	
	'able' and 'ible'.	Words containing	Go over all words	Go over all words	this half term	
		the letter string	practised this half	practised this half	then assess.	
	Practise all words	ʻough'.	term then assess.	term then assess.		
	covered this half term	0		OMUOTO		
	then assess.	Go over all words		SWISTS.		
	Describe was of	practised this half				
	Practise use of dictionaries and	term then assess.				
		CMICTO				
	thesaurus to build up	SWISTS.				
	competence and					
	speed when					
	extending					
	vocabulary.					
	To confidently use					
	the spelling app on					
	the I-pads.					
	ilie i-paus.					



Assessments.	Benchmarking/Colour band tracking as necessary. Reading Plus 1 / 2 termly assessment and ongoing tracking.	Home-reading and records ongoing. Precision teach pupils ongoing.	Salford Reading test Autumn and Spring.	Weekly spellings ongoing. SWISTS Autumn and Spring.	Past papers ongoing.	End of year tests.
Wider Reading.	Letters fom the Lighthouse by Emma Carroll. Anne Frank by Josephine Poole and Angela Barrett. Erika's Story by Ruth Vander Zee. Goodnight Mr. Tom by Michelle Magorian. Carrie's War by Nina Bawden. I Am David by Ann Holm. World War II. D. K. Children and World War II by Sarah Ridley.	Wonder by R. J. Palacio. In Darkling Wood by Emma Carroll. Frost Hollow Hall by Emma Carroll. Variety of alternative Fairy Tales. Jaws by Peter Benchley. Other books with alternative fairy tales.	Private Peaceful by Michael Morpurgo. Holes by Louis Sachar. The Day the War Came by Nicola Davies. Who are Refugees and Migrants? What Makes People Leave their Homes? By Michael Rosen. Passage to Freedom by Ken Mochizuki. The Arriva by Shaun Tan.	Two Weeks with the Queen by Morris Gleitzman. The Weight of Water by Sarah Crossan. The Kites are Flying by Michael Morpurgo. In the Sea There ae Crocodiles by Fabio Geda. Freedom Poetry by Gaby Morgan. I have the Right to be a Child. Amnesty International.	Exploring the World of Wolves by Tracy C. Read. The Hidden Life of Wolves by Jim Dutcher. Wild Animals of the North by Dieter Braun. Mission: Wolf Rescue: All About Woves and How to Save Them by National Geographic. Wolf Brother by Michelle Paver.	The Pilot and the Little Prince: The Life of Antoine de Saint by Peter Sis. Survivors by David Long. How to be an Explorer by Dugald Steer. Great Adventurers by Alistair Humphreys. The Explorer by Katherine Rundell. First News – All About Space.



Wider	Hansel and Gretel by	Art - Knowsley	A Story Like the	History -	History -	History -
Wider Curriculum.	Hansel and Gretel by Neil Gaiman History - Knowsley Library Loan: Theme - The Swinging Sixties Science - Knowsley Library Loan: Theme - Microorganisms Bible	Art - Knowsley Library Loan: Theme - Pop Art History - Knowsley Library Loan: Theme - The Victorians Science - Knowsley Library Loan: Animals including Humans Comprehension activities: Slave Trade; The Victorians; The Industrial Revolution Biographies: Gainsborough; William Morris Bible	A Story Like the Wind by Gill Lewis A Study of Sefton Coast, published by Sefton Concil. History - Knowsley Library Loan: Theme - The Ancient Greeks Science - Knowsley Library Loan: Living Things and their Habitats Bible	History - Knowsley Library Loan: Theme - The Ancient Greeks Science - Knowsley Library Loan: Evolution and Inheritance Bible	History - Knowsley Library Loan: Theme - WW1 and WW2 Science - Knowsley Library Loan: Theme - Light Street Child by Berlie Doherty Bible	History - Knowsley Library Loan: Theme - WW1 and WW2 Street Child by Berlie Doherty Science - Knowsley Library Loan: Theme - Electricity Bible