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| **Substantive Knowledge** |  | **EYFS** | **KS1** | | **LKS2** | | **UKS2** | |
|  | **Rolling Programme A and B** | **Rolling Programme A** | **Rolling Programme B** | **Rolling Programme A** | **Rolling Programme B** | **Rolling Programme A** | **Rolling Programme B** |
|  | ***See EYFS planning*** | **Autumn**  ‘The Owl Who was Afraid of the Dark’ by Jill Tomlinson  **Spring**  ‘Space Race’ and ‘ Snow Dog’ by Malorie Blackman  **Summer**  Ash’s Garden by Joseph Coelho | **Autumn**  Poetry is Not for Me! Joshua Seigal  **Spring**  Blaise and the Dragon by Abie Longstaff  WhoDunnit? By Narinder Dhami.  **Summer**  TBC | **Autumn**  ‘Wizarding for beginners’ by Elis Dolan  **Spring**  ‘The Song of the Dolphin Boy’ by Elizabeth Laird  **Summer**  ’Across the Roman Wall’ by Theresa Breslin | **Autumn**  ‘Charlie and the Chocolate Factory’ by Roald Dahl  **Spring**  The Iron Man’ by Ted Hughes  **Summer**  ‘The Firework-Maker’s Daughter’ by Philip Pullman | **Autumn**  ‘Phoenix’ Said SF  **Spring**  ‘Crocodile Tomb’ Michelle Paver  **Summer**  ‘Letters From the Lighthouse’ Emma Carroll | **Autumn**  ‘Time Riders The Mayan Prophecy’ by Alex Scarrow  **Spring**  ‘The Explorer’ by Katherine Rundell  **Summer**  ‘The Girl of the Ink and Stars’ Kiran Millwood Hargrave |
| **Decoding** | I know how to say a sound for each letter in the alphabet and at least 10 digraphs. | I know and can read common exception words (Year 1 Spellings). | I know and can read common exception words (Year 2 Spellings). | I know and can read common exception words (Year 3 or Year 4 spellings). | | I know and can read common exception words (Year 5 or Year 6 spellings). | |
| I know how to read words consistent with my phonics knowledge by sound-blending. | I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable. | I know how to read accurately by applying phonics knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables. | I know how to apply my growing knowledge of root words, prefixes and suffixes, both from the year 3 and 4 list, to read aloud and understand the meaning of new words that I meet. | | I know how to apply my growing knowledge of root words, prefixes and suffixes, both from the year 5 and 6 list, to read aloud and understand the meaning of new words that I meet. | |
| I know how to read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words. | I know how to read aloud, accurately, and independently books that are consistent with my developing phonic knowledge. | I know how to read most words quickly and fluently without over sounding/blending. | I know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | |  | |
|  | I know how to read words with contractions [for example, I'm, I'll, we’ll], and understand that the apostrophe represents the omitted letter(s). | I know how to recognise alternate sounds for different graphemes. |  | |  | |
|  | I know the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. |  |  | |  | |

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| **Disciplinary Knowledge & Skills** |  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Retrieval** |  | I can check the text makes sense as I read and self-correct mistakes. | I can check that a passage makes sense to me and explore the meaning of unfamiliar words in context. | I can check that a book makes sense to me and explore the meaning of unfamiliar words in context and draw on my knowledge words that I already know. |
| I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | I can discuss word meanings and link new meanings to words already known (Y1). | I can use a dictionary to check the meaning of words that I have read. | I can quickly and effectively use a dictionary to check the meaning of words that they have read |
| I can demonstrate my understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. | I can clearly explain my understanding of what is read to me. | I can identify the main ideas drawn from more than one paragraph and summarise these. | I can summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (précising longer passages). |
|  | I can ask and answer questions about books (Y2). | I can ask questions to improve my understanding. | I can ask questions relating to the plot, characters, themes, and conventions to improve my understanding. |
|  |  | I can retrieve, record and present information from a non-fiction text. | I can retrieve key information, make effective notes, and present information accurately from non-fiction text. |
|  |  |  | I can distinguish between statements of fact and opinion. |
| **Inference** | I can anticipate – where appropriate – key events in stories. | I can predict what might happen from what has been read so far. | I can predict what might happen from details stated and implied. | I can predict what might happen from details stated and implied and use evidence to support it. |
|  | I can link my own experiences to my reading and use these to help understand the text. |  |  |
|  | I can make inferences from a text based on what has been said and done in the book. | I can draw inferences such as inferring characters’ feelings from their actions and justifying inferences with evidence. | I can draw inferences such as inferring characters’ feelings, thoughts, and motives from their actions, and justifying inferences with evidence. |
| **Language for Effect** |  | I can discuss my favourite words and phrases and explain why they like them. | I can discuss words and phrases that capture my interest and imagination and how these contribute to meaning. |  |
|  | I can recognise recurring language in poems/stories (Y2). | I can identify how language, structure, and presentation contribute to meaning. | I can discuss and evaluating how authors use  language, including figurative language, and consider the impact on me as I read and how it contributes to meaning. |
| **Themes & Conventions** |  | I can understand the particular characteristics of fairy tales and traditional stories (Y1). |  |  |
|  | I can read non-fiction books organised in different ways (Y2). |  |  |
|  |  | I can identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre). | I can identify and discus themes and conventions in and across a wide range of writing (features of a particular genre). |
|  | **Summarise** |  | I can retell well known stories such as fairy tales and traditional stories. | I can retell well known stories (fairy tales, myths, legends) orally. | I can make comparisons within and across books (e.g. comparing characters or books by the same author). |
| **Poetry** |  | I can appreciate poetry/rhymes and recite some by heart | I can learn poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. | I can effectively learn poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. |
|  |  | I can recognise some different forms of poetry [for example, free verse, narrative poetry]. |  |
| **Reviewing Texts** |  |  | I can participate in discussions about both books that have been read to me and those I can read for myself and take turns and listen to what others say. | I can participate in discussions about books, explaining my understanding of what I have read and provide reasoned justifications for my views (possibly in presentations and debates, using notes where necessary). |
|  |  |  | I can recommend books that I have read to my peers, giving reasons for their choices. |
| **Cultural Capital** | * Visitor Theatre * Puppet show * Storyteller | * Weston Park - visits linked with Class Text ‘The Secret Garden’ to give context. * Author visit * World Book Day * Peer reading | * Theatre visit * Author visits * World Book Day * Library trip * Peer reading | * Author visits * World Book Day * Parent workshops SATs (reading focus) * Library trip * Peer reading |
| **Vocabulary** | Segment, blend, diagraph, trigraph, fairy tales, character, beginning, middle, end, retell, fairy tales, traditional stories, non-fiction, poetry, rhymes | split diagraph nonfiction, prediction, vocabulary, retrieval, inference. | prefixes, suffixes, language, genre, structure, presentation, summarise, retrieve, record, stated, implied, present information, themes, justify, evidence, conventions, myths, legends, play scripts, intonation, tone, volume, audience, free verse, narrative poetry, discussions | précising, note taking, motives, reasoned justifications, presentations, debates |