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|  | | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum** | | | **Volcanoes & Stone Age** | | **Rainforests & Romans** | | **Food Origins & Invaders** | |
| **Theme** | | | **Personal Struggles** | | **Different Times & Places** | | **Adventures in History** | |
| **R4P Text** | | | **The Way to Impossible Island**  ([Sophie Kirtley](https://www.amazon.co.uk/Sophie-Kirtley/e/B088F24M5M/ref=dp_byline_cont_book_1)) | | **The Firework Maker’s Daughter**  (Phillip Pullman) | | **Jake Atlas & the Tomb of the Emerald Snake**  (Rob Lloyd-Jones) | |
| **Core WCR** | | | **The Wild Way Home**  (Sophie Kirtley) | | **The Miraculous Journey of Edward Tulane**  (Kate DiCamillo) | | **How to Train Your Dragon**  (Cressida Cowell) | |
| **Core Text** | **Fiction** | **Stone Age Boy** (Satoshi Kitamura)  **The First Painting** (Mordecai Gerstein) | | | **The Shaman’s Apprentice** (Lynne Cherry)  **The Great Kapok Tree** (Lynne Cherry)  **Cinnamon**  (Neil Gaiman)  **Into the Jungle** (Katherine Rundell) | **Escape from Pompeii** (Christina Ballit)  **Roman Myths**  (Diane Namm)  **Romans Magnified**  (David Long)  **Meet the Ancient Romans** (James Davies)  **Roman Soldiers**  (Tegan Evans) | **The Dragon’s Hoard** (Lori Don)  **Anglo-Saxon Boy** (Tony Bradman) | |
| **Non-Fiction** | **The Pebble in my Pocket** (Meredith Hooper)  **A Stone for Sascha** (Aaron Becker)  **The Street Beneath My Feet** (Charlotte Guillain)  **The Fossil Hunter** (Kate Winter)  **Stone Girl Bone Girl** (Laurence Anholt) | | | **Into the Rainforest** (Timothy Knight)  **Up in the Canopy** (James Alred)  **Amazon River** (Sangma Franci) | | **The Secret Lives of Dragons: Expert Guides to Mythical Creatures**  (Professor Zoya Agnis and Alexander Utkin) | |
| **Poetry** | [**10 Poems About Rocks**](https://poemsplease.com/poems-about-rocks/#:~:text=Famous%20poems%20about%20rocks%20include,Stone%E2%80%9D%20by%20Rainer%20Maria%20Rilke.) **(with Pebble in my Pocket)**  [**I Was Born in the Stone Age**](https://youtu.be/tq3Q85aA_0k?si=EuVqM8tMB03JLd0_) (Michael Rosen) | | | **Tyger, Tyger!** (Fiona Waters) | | **Tell Me A Dragon** (Jackie Morris)  **The Lost Spells** (Jackie Morris/Rob McFarlane)  **The Lost Words** (Jackie Morris/Rob McFarlane) | |
| **Book Families** | | | **Black Dog** (Levi Pinfold) [**African Folk Tales**](https://www.amazon.co.uk/African-Tales-Childrens-Thrift-Classics/dp/0486405532/ref=sr_1_17?crid=DQJ1M7TBFQF0&dib=eyJ2IjoiMSJ9.xBXT9sYmEqCqup7GsOSnRcsxrfAsHolM9Cw64BK5YgT2MG7u5MEvefUXM7JImqKt3nfCUdI6SlxJj8ao7p-xKEY--lZItOMpoFVBdRCTqEHlOMIRDpdJ9GXZA3CeMQIu2UrlI7ky_HaOAmcNSbD-cxIGPPH925v0sIMLSl-FTp_jkks-di6RyzYkorvHG7jMzvpQGUJK1Eubf16giaFMEU0DXMQV5tTFDh4PgdetKV0.0h4IevLfg0W4c8NgvywjLTX5uUlSgSFxb27DI5-BgvA&dib_tag=se&keywords=english+folk+tales+for+children&qid=1718375063&s=books&sprefix=english+folk+tales+for+children%2Cstripbooks%2C94&sr=1-17) (Hugh Vernon-Jackson) **The Borrowers** (Mary Norton) | | **Tidy** (Emily Gravett)  **Pandora** (Victoria Turnbull)  **What a Waste!**  (Jess French) | **The Velveteen Rabbit** (Margery Williams)  **The Tale of Despereaux** (Kate DiCamillo) | **The Dragon Ark** (Curatoria Draconis and Tomislav Tomic)  **There is No Dragon in this Story** (Lou Carter)  **George and the Dragon** (Chris Wormell) | |

**Year A**

**Year A**

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| **N.C. Outcomes** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading** | **Pupils should be taught to:**  • Develop positive attitudes to reading and understanding of what they read by:   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   • Exercise choice in selecting books and be taught how to do so | | | | | |
| * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Retrieve and record information from non-fiction * Asking questions to improve their understanding of a text * Identifying how language, structure, and presentation contribute to meaning | * Asking questions to improve their understanding of a text * Identifying how language, structure, and presentation contribute to meaning * Retrieve and record information from non-fiction * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Using dictionaries to check the meaning of words that they have read * Predicting what might happen from details stated and implied | * Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action * Identifying how language, structure, and presentation contribute to meaning * Predicting what might happen from details stated and implied * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | * Identifying main ideas drawn from more than one paragraph and summarising these * Predicting what might happen from details stated and implied * Retrieve and record information from non-fiction * Asking questions to improve their understanding of a text * Identifying themes and conventions in a wide range of books * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Retrieve and record information from non-fiction | * Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action * Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Identifying how language, structure, and presentation contribute to meaning * Identifying main ideas drawn from more than one paragraph and summarising these | **Independently apply:**   * Identifying how language, structure, and presentation contribute to meaning * Retrieve and record information from non-fiction * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Identifying main ideas drawn from more than one paragraph and summarising these * Predicting what might happen from details stated and implied * Asking questions to improve their understanding of a text * Identifying themes and conventions in a wide range of books * Using dictionaries to check the meaning of words that they have read * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |

**Year B**

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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum** | | **Antarctica & Children’s Lives** | | **Settlements & Egyptians** | | **Rivers & The Mayans** | |
| **Theme** | | **Traditional Tales & Survival** | | **‘Made Characters’ & Author Study** | | **Imagined Worlds & Water** | |
| **R4P Text** | | **Fairy Tales Gone Bad**  (Joseph Coelho) | | **The Wild Robot**  (Peter Brown) | | **Stories from Inner Suburbia**  (Shaun Tan) | |
| **Core WCR** | | **Varjak Paw**  (SF Said) | | **The Iron Man**  (Ted Hughes) | | **The Nowhere Emporium**  (Ross Mackenzie) | |
| **Core Text** | **Fiction** | **Phoenix of Persia**  (Sally Pomme Clayton)  *\*English Fairy Tales\**  **Little Red / Rapunzel / Hansel & Gretel**  (Bethan Woolvin) | **Ice Trap!**  (Meredith Hooper)  **Elen's Island** [Short Story]  (Eloise Williams) | **Marcy & the Riddle of the Sphinx** (Joe Todd Stanton)  **A Pharoah’s Fate** (Camille Gaultier) | | **Flood** (Alvaro F. Villa)  **The Raft** (Jim LaMarche) | |
| **Non-Fiction** | **Shackleton’s Journey** (William Grill)  **The Lost Book of Adventure: from the notebooks of the Unknown Adventurer** (Teddy Keen) | | **The Secret of Black Rock** (Joe Todd Stanton)  **Comet** (Joe Todd Stanton)  **How Does a Lighthouse Work?** ([Roman Belyaev](https://www.amazon.co.uk/Roman-Belyaev/e/B09Y1VF1GY?ref=sr_ntt_srch_lnk_1&qid=1718375330&sr=1-1))  **Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist**  (Jess Keating) | | **The Land of Neverbelieve** (Norman Messenger)  **A River** (Marc Martin) | |
| **Poetry** | **How Does Chocolate Taste on Everest?**  (Leisa Stewart-Sharpe) | | ***Poems linked to the Sea***  **That’s Where the Sea Comes in** (John Cooper Clark) | | **The Marrog** (RC Scriven)  **Jabberwocky** (Lewis Carroll)  **Once Upon a Raindrop** (James Carter)  **The Rhythm of the Rain** (Graeham Baker- Smith) | |
| **Book Families** | | **Snow White**  **Hansel and Gretel**  Into The Forest  **(Anthony Browne)**  The Tunnel  **(Anthony Browne)** | **Everest** (Lisk Feng)  **Little People, Big Dreams** (Maria Sanchez Vegara)   * David Attenborough, * Tenzing Norgay, * Sally Ride, * Jane Goodhall, * Amelia Earhart | **The Wild Robot Stories** (Peter Brown) | | **Collection of The Nowhere Emporium**  (Ross Mackenzie)  **The Lost Thing**  **The Red Tree**  **Rules of Summer**  (Shaun Tan) | |

**Year B**

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| **Reading** | Pupils should be taught to:  • Develop positive attitudes to reading and understanding of what they read by:   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   • Exercise choice in selecting books and be taught how to do so | | | | | |
| * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Retrieve and record information from non-fiction * Asking questions to improve their understanding of a text | * Asking questions to improve their understanding of a text * Identifying how language, structure, and presentation contribute to meaning * Retrieve and record information from non-fiction * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Using dictionaries to check the meaning of words that they have read * Predicting what might happen from details stated and implied | * Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action * Identifying how language, structure, and presentation contribute to meaning * Predicting what might happen from details stated and implied * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | * Identifying main ideas drawn from more than one paragraph and summarising these * Predicting what might happen from details stated and implied * Retrieve and record information from non-fiction * Asking questions to improve their understanding of a text * Identifying themes and conventions in a wide range of books * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Retrieve and record information from non-fiction | * Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action * Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Identifying how language, structure, and presentation contribute to meaning * Identifying main ideas drawn from more than one paragraph and summarising these | **Independently apply:**   * Identifying how language, structure, and presentation contribute to meaning * Retrieve and record information from non-fiction * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Identifying main ideas drawn from more than one paragraph and summarising these * Predicting what might happen from details stated and implied * Asking questions to improve their understanding of a text * Identifying themes and conventions in a wide range of books * Using dictionaries to check the meaning of words that they have read * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |

**Fluency Progression of Skills**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fluency Skills** | Children learn to: recognise and read their name automatically  Join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat  Be able to read and understand simple sentences using sounds that have been learnt.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Recite some familiar complete rhymes and songs by heart.  Use body percussion or instruments to hold the beat; recognise and join in with predictable phrases.  Be able to read and reread books that are closely matched to their developing phonic knowledge and knowledge of common exception words.  Use appropriate expression when reading words that are printed for emphasis.  Pronounce plurals clearly, with particular focus on the final sound. | Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent  Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge  Be able to read common exception words easily and automatically.  Use appropriate expression when reading a sentence with a question mark or an exclamation mark.  Pronounce contractions clearly, with particular focus on the final sound  Pronounce past tense verbs clearly, with particular focus on the final sound. | Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency  Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.  Use appropriate expression when reading dialogue: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, “What’s that noise?”)  Gradually internalise the reading process to read silently. | Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.  With support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences.  Recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. | Be able to read age-appropriate texts accurately and at a reasonable speaking pace.  Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity  Be able to prepare readings, with appropriate intonation to show their understanding  Notice more sophisticated punctuation e.g. Of parenthesis, and use expression; accordingly, read silently and then discuss what they have read; | Children show that they can: read age-appropriate texts fluently and with confidence  Be able to prepare readings, with appropriate intonation.  Learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience  Notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; |