	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Decoding See	Decoding See	Decoding See	Decoding See	Text to be learnt by	Decoding See
	separate Phonic	separate Phonic	separate Phonic	separate Phonic	heart	separate Phonic
	Milestone document	Milestone document	Milestone document	Milestone document	Decoding See	Milestone document
	To listen to stories	To listen to stories		To listen to stories	separate Phonic	To listen to stories
	with increasing	with increasing	To listen to stories	and anticipate key	Milestone document	and anticipate key
	attention and recall	attention and recall	and anticipate key	events and respond	To listen to stories	events and respond
	To enjoy a range of	To enjoy a range of	events and respond	to what they hear	and anticipate key	to what they hear
	books	books	to what they hear	with relevant	events and respond	with relevant
	To demonstrate	To demonstrate	with relevant	comments, questions	to what they hear	comments, questions
	understanding when	understanding when	comments, questions	or actions.	with relevant	or actions.
	talking with others	talking with others	or actions.	To use intonation,	comments, questions	To use intonation,
	about what they have	about what they have	To use intonation,	rhythm and phrasing	or actions.	rhythm and phrasing
	read.	read.	rhythm and phrasing	to make meaning.	To use intonation,	to make meaning.
	To join in with stories	To join in with stories	to make meaning.	To use vocabulary	rhythm and phrasing	To use vocabulary
	and poems, one to	and poems, one to	To use vocabulary	and forms of speech	to make meaning.	and forms of speech
	one and in small	one and in small	and forms of speech	that are increasingly	To use vocabulary	that are increasingly
	groups.	groups.	that are increasingly	influenced by their	and forms of speech	influenced by their
	To build up	To build up	influenced by their	experiences of books.	that are increasingly	experiences of books.
	vocabulary that	vocabulary that	experiences of books.	To answer how and	influenced by their	To answer how and
	reflects their	reflects their	To answer how and	why questions about	experiences of books.	why questions about
	experiences and	experiences and	why questions about	experiences in	To answer how and	experiences in
	evidences language	evidences language	experiences in	response to stories	why questions about	response to stories
	from narrative.	from narrative.	response to stories	and events.	experiences in	and events.
		To answer how and	and events.		response to stories	To anticipate key
		why questions about			and events.	events and phrases in
		experiences in			To anticipate key	rhymes and stories.
		response to stories			events and phrases in	
		and events.			rhymes and stories.	
KS1 Year A	Stories to be learnt by					
	Heart.	Heart.	Heart.	Heart.	Heart.	Heart.
		Focus texts		Focus texts		Focus texts

Contemporary	Traditional Tales Fairy	Contemporary	Traditional Tales Fairy	Contemporary	Traditional Tales Fairy
Picture Books see	Tales	Picture Books - see	Tales	Picture Books - see	Tales
suggested lists.		suggested lists.		suggested lists.	
	Poetry to be read		Poetry to be read		Poetry to be read
Poetry to be read	regularly	Poetry to be read	regularly	Poetry to be read	regularly
regularly.		regularly		regularly	
			To become familiar		Pupils will make links
To become familiar	To become familiar	Know and understand	with key stories and	Know and understand	between characters
with key stories and	with key stories and	that there are a range	recognise and use	that there are a range	in stories.
recognise and use	recognise and use	of different genre of	familiar story	of different genre of	
familiar story	familiar story	books. Explain the	language. Pupils will	books. Explain the	Pupils will answer
language. Pupils will	language. Pupils will	difference between	retell familiar stories	difference between	retrieval questions
retell familiar stories	retell familiar stories	information and non-	using this language.	information and non-	about a book they are
using this language.	using this language.	fiction book.	They will retell with	fiction book. Discuss	reading.
	They will retell with		particular	features and layouts	
Know and understand	particular	Pupils can talk about	characteristics. They	of familiar fiction and	Pupils will answer
that there are a range	characteristics.	how stories connect	will adapt and retell	non-fiction text.	questions which fill
of different genre of	Pupils will understand	or remind of another	orally using narrative	Pupils will know how	the gaps in a story.
books	and discuss	story.	language	to find information in	Pupils will orally use
Know and explain	characters in a story		Pupils will understand	a non-fiction book.	information from a
what a Title, Author	and recognise their	Pupils will recognise	and discuss	Pupils will answer	story to support their
and Illustrator is.	feelings and why a	rhyming language	characters in a story	questions which fill	opinions.
	character has a		and recognise their	the gaps in a story.	
	feeling.	Pupils will discuss	feelings and why a	Pupils will orally use	Pupils will discuss
		meanings of	character has a	information from a	meanings of
		unfamiliar words and	feeling.	story to support their	unfamiliar words.
		ask about meaning.	Pupils will discuss	opinions.	They will orally use
			meanings of		these words in
			unfamiliar words and	Pupils will discuss	context.
			ask about meaning.	meanings of	
				unfamiliar words.	
				They will orally use	
				these words in	
				context.	

KS1 Year B	Contemporary	Stories from Fairy	Contemporary	Traditional Tales	Read fluently a	Poetry including
KOI ICUI D	Picture Books	Tales	Picture Books	Poetry including	familiar text.	performance
		Tures	Poetry including	performance of	Turmiur text.	performance
	Poetry including	Poetry including	performance of	poetry	Pupils will decide how	Pupils will explain the
	performance of	calligrams	poetry	. ,	useful a non-fiction	authors reasoning.
	poetry	0	. ,	Pupils will know how	book is in helping to	0
	, ,	Pupils will understand	Pupils will explain	to find information in	find information I	I can make
	Pupils will make	the difference in the	why they prefer	a non-fiction book.	need.	predictions about
	choices about the	organisation of non-	certain books or			how characters might
	books they read and	fiction text and fiction	stories. Pupils will	Pupils identify the	Pupils will find and	behave.
	explain why.	text. They will be	retell stories with key	purpose of a book or	discuss the setting or	
		introduced to non-	events and	text.	times in a book.	Pupils will
	Pupils will know the	fiction books that are	characters.			demonstrate
	difference between	structured in		I can make	Pupils will use	understanding by
	poetry and narrative.	different ways.	Pupils know that	predictions about	inference to read	drawing on what they
	Pupils know that		books are set in	possible events.	between the lines in a	already know
	there are different	Pupils will talk about	different places and		text. They will use this	referring to key
	kinds of poetry.	books and poems	times.	Pupils recognise that	to answer questions	passages in the text.
	Pupils will know	read	Pupils will use	the writer can have a	about a character's	
	and explain why		inference to read	message for the	feelings and	Pupils will participate
	stories and poems	Pupils will check their	between the lines in a	reader.	thoughts.	in discussions about
	have patterned or	reading makes sense	text and use text to			books and answer
	recurring literary	and check inaccurate	explain their	Pupils will check their	Pupils will be able to	questions about a
	language.	reading.	reasoning.	reading makes sense	explain their	book. Pupils take
				and check inaccurate	reasoning.	turns to listen to
	Pupils will check their	Pupils will	Pupils will talk about	reading.		what others say.
	reading makes sense	demonstrate	the meaning of		Pupils will	
	and correct	understanding by	different poems.	Pupils will	demonstrate	Pupils will discuss
	inaccurate reading.	drawing on what they		demonstrate	understanding by	favourite words and
		already know.	Pupils will ask	understanding by	drawing on what they	phrases. Linking
	Pupils will participate		questions to clarify	drawing on what they	already know	known vocabulary to
	in discussions about	Pupils will participate	understanding.	already know	referring to key	unknown vocabulary
	books and answer	in discussions about			passages in the text.	with accurate

questi	ons about a	books and answer	Pupils will find the	referring to key		meaning i.e.
book.	Pupils take	questions about a	answer to retrieval	passages in the text.	Pupils will participate	synonyms.
turns t	to listen to	book. Pupils take	questions about		in discussions about	
what c	others say.	turns to listen to	stories poems and	Pupils will participate	books and answer	Pupils will be able to
		what others say.	non-fiction.	in discussions about	questions about a	substitute a word for
Pupils	will discuss			books and answer	book. Pupils take	another within a text
favour	rite words and	Pupils will discuss	Pupils will check their	questions about a	turns to listen to	with accurate
phrase	es. Discussion	favourite words and	reading makes sense	book. Pupils take	what others say.	meaning.
about	unknown	phrases. Discussion	and check inaccurate	turns to listen to		
	ulary from	about unknown	reading.	what others say.	Pupils will discuss	
shared	d texts.	vocabulary from			favourite words and	
		shared texts.	Pupils will	Pupils will discuss	phrases. Linking	
			demonstrate	favourite words and	known vocabulary to	
			understanding by	phrases. Linking	unknown vocabulary	
			drawing on what they	known vocabulary to	with accurate	
			already know.	unknown vocabulary	meaning i.e.	
				with accurate	synonyms.	
			Pupils will participate	meaning i.e.		
			in discussions about	synonyms.	Pupils will be able to	
			books and answer		substitute a word for	
			questions about a		another within a text	
			book. Pupils take		with accurate	
			turns to listen to what others say.		meaning.	
			wildt Uther's Sdy.			
			Pupils will discuss			
			favourite words and			
			phrases. Linking			
			known vocabulary to			
			unknown vocabulary			
			with accurate			
			meaning i.e.			
			synonyms.			

LKS2 Year A	Poetry including	Poetry including	Poetry including	Poetry including	Poetry including	Poetry including
	performance of	performance of	performance of	performance of	performance of	performance of
	poetry	poetry including	poetry	poetry including	poetry and watching	poetry including
		Kennings		Calligrams	performance poetry.	Haiku's.
	Pupils will know that		Poetry including			
	words and language	Pupils will check text	performance of	Pupils will know and	Pupils will recognise	Pupils will explain
	in poems create	makes sense to them.	poetry	understand that	literacy language	how the meaning of
	effects.	Discuss their		there will be more	typical of narrative	poetry is enhanced
		understanding and	Asking questions to	than one	genres read.	through
	Pupils will check text	explaining their	improve their	interpretation of a	Pupils will recognise	performance.
	makes sense to them.	meaning in context.	understanding of a	poem.	words and language	Pupils will explain
	Discuss their	Identifying main ideas	text.		that show the setting	why a writer has
	understanding and	drawn from more		Pupils' performance	of a book, historical,	chosen specific words
	explaining their	than one paragraph	Pupils will discuss the	of poems.	social and cultural.	and language.
	meaning in context.	and summarise these.	meaning of words in			
			a poem.	Pupils will choose	Pupils will explain	Pupils will
	Pupils will use a	Pupils will know how	Pupils will understand	books for specific	why a writer makes	demonstrate
	dictionary to identify	to use a non-fiction	that the meanings of	purposes.	choices about words	connections between
	the meaning of new	book to find	poems can be		and language used.	books written by the
	words.	identified	enhanced through	Pupils will identify key	Pupils will also	same author.
		information.	performance.	questions about a	demonstrate how	
	Pupils will identify key			text, the main ideas	author uses choice of	Pupils will summarise
	questions about a	Identify themes and	Pupils will identify key	and how the	words to create	well known stories by
	text, the main ideas	connections in a wide	questions about a	organisation supports	effect.	familiar authors.
	and how the	range of books.	text, the main ideas	understanding.		
	organisation supports	Pupils will identify key	and how the	Pupils will give a	Pupils will	Pupils will identify key
	understanding.	questions about a	organisation supports	personal response to	demonstrate	questions about a
		text, the main ideas	understanding.	a text and use	intonation, tone,	text, the main ideas
		and how the	Pupils will give a	evidence from the	volume and action	and how the
		organisation supports	personal response to	text to support their	can be used to	organisation supports
		understanding	a text and use	responses.	enhance meaning	understanding.
			evidence from the		through modelling	
		Pupils will use a	text to support their		and performance.	Pupils will give a
		dictionary to identify	responses.			personal response to

		the meaning of new words.	Listening to and discussion of wide range of fiction, poetry plays and non- fiction/reference books. Pupils will use the context of unfamiliar words to explain meaning. Pupils will understand that authors choose words and language to create effect.	Pupils will find effective words in language and meaning that authors have used to create desired effects. Pupils will use clues from the text to identify what might happen next.	Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding. Pupils will give a personal response to a text and use evidence from the text to support their responses. Pupils will listen to other's responses and adapt their own in response to other ideas. Pupils will infer characters feelings, thoughts and motives	a text and use evidence from the text to support their responses. Pupils will listen to other responses and adapt their own in response to other ideas. Pupils will give reasons for predicting what might happen next
LKS2 Year B	Poetry including performance of poetry Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context. Pupils will discuss range of narrative	Poetry including performance of poetry Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context. Pupils will discuss range of narrative	Poetry including performance of poetry Pupils will recognise different types of poetry that have been introduced to them. Pupils will explain the effect of poets'	Poetry including performance of poetry Pupils know that poems have patterned words and language. They will explain why a poet might use it.	from their actions. Poetry including performance of poetry Pupils ask question to deepen understanding between and beyond the lines. Pupils understand why the writer	Poetry including performance of poetry Pupils will infer meaning using events from description events and dialogue. Pupils make connections with books with similar themes.

at a stand in the stand stand stand	at a single a line to a set of the	abataa af waarda ay l	Duraile will and a second	una seta al tela constructional	I
stories introduced so	stories introduced so	choice of words and	Pupils will use words	wanted the character	
far and consider	far and consider	language.	and language from	to respond in a	Pupils identify where
similarities and	similarities and		their reading that	certain way including	the author has
differences.	differences.	Pupils understand	writers have used to	reference to events,	written to make the
		that the meanings of	show emotions and	dialogue and	reader respond in a
Pupils will empathise	Pupils will understand	poems can be	feelings.	description.	particular way.
with a character using	different plot	enhanced through			Pupils adapt their
evidence from text to	patterns, know that	performance.	Pupils will discuss and	Pupils will understand	own responses
support their	the development of		compare different	that authors use	considering other
rationale.	the plot links with the	Pupils will understand	story openings.	various structures	responses.
	pattern.	that authors use		and techniques for	
Pupils will discuss		patterned language	Pupils will participate	example short	Pupils use skimming
possible themes.	Pupils will summarise	for effect.	in discussion about	sentences, rhetorical	and scanning
	key events from a	Pupils will find	books that are read	questions and	techniques to find
Pupils will use	text in a sentence.	examples to support	to them and those	grammar, ellipses etc.	specific information
dictionary to		this understanding.	they chose to read	to add effect to text.	in non-fiction or
understand meaning	Pupils will understand	0	taking turns and		fiction text.
of new words.	that writers open	Pupils understand	listening to other	Pupils record	
	their narrative in	that the writer	opinions.	effective words and	Pupils explain why a
Pupil will know that	different ways.	requires the reader to		language from their	writer has chosen
there are different	,	respond in a certain	Pupils will make	own reading to use in	specific words and
forms of poetry.	Pupils will find	way, including	predictions based on	their writing.	' language to create
1 /	similarities in the	character actions and	, their knowledge from	0	mood, atmosphere or
Pupils will know that	books they read and	responses.	other books,	Pupils can discuss	feelings.
words and language	, explain their		including by the same	how the meaning of a	5
in different poems	rationale. They will	Pupils identify words	author.	poem is enhanced	Pupils find similarities
create different	discuss their	and language to show	Pupils will summarise	through	in the use of language
effects.	understanding.	the setting of the	key events in a	performance.	and openings in
	Pupils choose a	book.	paragraph from the	periormaneer	books experienced.
	specific non-fiction		text.		
	book for a specific	Pupils will understand			
	purpose.	how authors use	Pupils will find		
	Pai 2000.	words to create	evidence of what the		
			theme is in the text		
		I			

		Pupils will identify any words that are unfamiliar words. Pupils record effective words and language from their own reading to use in their writing.	atmosphere and effect. Pupils will record key information and vocabulary found from non-fiction texts.	and explain what this is.		
UKS2 Year A	Poetry/including performance of poetry by heart (intonation, tone and volume)	Poetry including performance of poetry by heart (intonation, tone and volume)	Poetry including performance of poetry by heart (intonation, tone and volume)	Pupils will explain why they like a particular text and who else might enjoy it.	Poetry including performance of poetry by heart (intonation, tone and volume)	Poetry including performance of poetry by heart (intonation, tone and volume)
	Pupils know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Pupils know that the different narrative genres are structured in different ways. Pupils record	Pupils can explain how the words and language create a precise effect. Pupils explain how non-fiction texts are structured to guide the reader to specific information. Pupils ask questions to check their understanding. Pupils re-read text to check that the text is	Pupils understand that an author moves events forward in a text through a balance of dialogue, action and description. Pupils record effective words and language from their own reading to use in their writing. Pupils discuss and explain how and why different backs have	Pupils understand that inferences can be drawn from different parts of the text. Pupils make predictions from evidence from evidence found and implied. Pupils summarise the main ideas from a text.	Pupils explore how actions are added to move dialogue forward. Pupils understand that writers use precise language for desired effects. Pupils explore how dialogue is used to develop character. Pupils can explore how actions are	Pupils read aloud and perform plays. Pupils understand that authors use precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors and personification etc to add effect to text. They will explain their understanding through their oral and written approver.
	effective words and language from their	check that the text is meaningful.	different books have different structures.		how actions are	written answers.

own reading to use in			Pupils question	added to dialogue to	Pupils will record
their writing.	Pupils draw	Pupils use meaning-	others' ideas about a	move events forward.	example of effective
	inferences such as	seeking strategies to	text.		techniques and
Pupils understand	inferring characters'	explore the meaning		Pupils understand	structure from
that there will be	feelings, thoughts	of words in context –	Pupils explain the	that writers use	reading to use in their
unfamiliar words in	and motives from	including idiomatic	similarities and	language to achieve a	writing.
the texts they read.	their actions at	and figurative	differences between	precise effect.	0
,	different points in the	language.	different versions of	'	Pupils know that the
Pupils use	text.	0 0	texts.	Pupils understand	context in which it
dictionaries to check		Pupils build on		that inferences can	was written can
or find the meaning	Pupils make	others' ideas and	Pupils explain how	be made by reading	affect a text. E.g. a
of unfamiliar words.	connections between	opinions about a text	books written in	between and beyond	classic text reflects
	other similar texts,	in discussion –	different contexts can	the lines.	how an audience of
Pupils can give a	prior knowledge and	(debates)	have similar themes.		that time will react.
person point of view	personal experiences.			Pupils evaluate the	
about a text, explain		Pupils compare	Pupils summarise key	effectiveness of	Pupils explain how
their reasons for the	Pupils explain why	different versions of	information from	different versions of	the context of a text
viewpoint, using	there are	texts.	different parts of the	texts.	reflects the reaction
evidence from the	connections, using		text.		of the audience it was
text.	evidence.	Pupils use skimming		Pupils explore how	written for.
		and scanning to find	Pupils present an oral	events are viewed	
Pupils listen to	Pupils compare books	the information they	overview or summary	from another	Pupils identify the
others' ideas and	with similar themes.	need. Pupils make	of a text.	perspective.	writer's viewpoint;
opinions about a text.		notes on the			e.g. how different
	Pupils find examples	information they	Pupils understand	Pupils explain the	characters are
Pupils identify key	of fact and opinion in	need.	that a narrative can	writer's viewpoint	presented.
information from a	texts and explain why		be told from different	with evidence from	
text and from	one if fact and the	Pupils organise their	points of view –	the text.	
different parts of a	other is opinion.	notes and present	narrator, character		
text.		information.	etc.		
Pupils summarise key		Pupils identify the	Pupils understand		
information in		point of view in	that the writer may		
sentences.		narrative.	have a viewpoint.		

	Pupils understand the different between fact and opinion.					
UKS2 Year B	Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)	Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)	Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)	Pupils perform a wider range of poetry by heart and prepare poems and plays to read aloud and perform (intonation, tone and volume)	Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume).	Pupils perform a wider range of poetry by heart and prepare poems and plays to read aloud and perform Pupils explain how
	Pupils are familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Pupils know that texts	Pupils explain why they enjoyed a book or a poem and suggest who might also enjoy it. Pupils evaluate the usefulness of a non- fiction book to research questions	Pupils know that non- fiction texts may include a fictional, creative element. Pupils explain how the choices a writer has made about the structure of a text supports its purpose.	Pupils understand that non-fiction texts may present the same information with different viewpoints. Pupils identify the characteristics of a writer's style.	Pupils know that style and vocabulary are linked to the purpose of the text. Pupils explain the characteristics of a writer's style, using evidence. Pupils explain how	the style and vocabulary are linked to the purpose of the text, using evidence. Pupils explain how the techniques and structures used to support the writer's purpose, using evidence.
	can have elements of more than one text type.	Pupils use meaning- seeking strategies to explore words in context – including	Pupils make predictions using knowledge of the conventions of different genres and text types – drawing	Pupils know that word and language choices support the writer's purpose.	the word and language choices support the writer's purpose, including evidence.	Pupils comment on the effectiveness of the writer's use of language structures and techniques.

Pupils id	dentify i	diomatic and	on previous	Pupils record	Pupils record	
elemen	ts of a text f	figurative language.	knowledge.	examples of words	examples of	Pupils know the
type.				and language from	techniques and	context in which a
	F	Pupils explain reasons	Pupils ask questions	reading to use if their	structures from	text was written can
Pupils u	nderstand f	for a viewpoint, using	to improve and	own writing.	reading to use in their	affect it – e.g. a
that the	ere will be e	evidence from the	depend		own writing.	classic text will reflect
unfamil	iar words in t	text.	understanding.	Pupils know that texts		how an audience of
the text	s they read.			have different layer	Pupils find the	that time will react.
	F	Pupils listen to	Pupils re-read to	of meaning –	different layers of	
Pupils u	se c	others' ideas about a	check that the text is	between the lines	meaning in a text.	Pupils explain how
dictiona	aries to check t	text.	meaningful. Pupil	and beyond the lines.		the context of a text
or find t	the meaning		know that a text may		Pupils explain how	reflects the reaction
of unfai	miliar words. F	Pupils understand the	need to be read	Pupils summarise the	different layers of	of the audience it was
	C	difference between	slowly or re-read to	main ideas drawn	meaning contribute	written for.
Pupils g	ive a personal f	fact and opinion and	deepen their	from a text.	to the reader's	
point of	<sup>a</sup> view about a a	a find examples of	understanding.		understanding of the	Pupils compare and
text.	k	ooth in a text.		Pupils question	overall meaning,	contrast themes in a
			Pupils build on	others' ideas about a	characters and	range of books.
		Pupils explain why	others' ideas and	text.	theme.	
informa	ition from a c	one example is fact	opinions about a text			Pupils explain how
text.	a	and the other	in a discussion.	Pupils explain why	Pupils make	there are common
	e	example of opinion.		there are	predictions from	themes in different
	ummarise key		Pupils make	connections, using	evidence found and	books, using evidence
informa		Pupils use point,	connections between	evidence.	implied.	from reading.
sentenc		evidence and	texts which may not			
		explanation (PEE) or	initially seem similar.	Pupils explain the	Pupils identify themes	Pupils explain the
Pupils f		answer, prove it,		similarities and	in books which have	writer's viewpoint
		explain it (APE) to	Pupils understand	differences between	different cultural,	with evidence from
		respond to questions	that a narrative can	different versions of	social or historical	the text.
text.	a	about texts.	be told from different	texts.	contexts.	
			points of view –			Pupils explain the
	resent an oral		narrator, character.	Pupils identify the	Pupils know that	effect of the writer's
	w of the			techniques used to	points of view can	viewpoint on the
summa	ry of the text.				also be applied and	reader.

	Pupils explore how	create feelings, mood	identify examples of	
	events ae viewed	or messages.	this.	Pupils explain how
	from another			the techniques used
	perspective.	Pupils comment on	Pupils explain implied	create feelings,
		how the writer's	points of view, using	atmosphere, mood or
		intent affects the	evidence.	messages.
		reader.		0
			Pupils understand	
			that the writer may	
			have a viewpoint and	
			identify the viewpoint	
			– e.g. how different	
			characters are	
			presented.	
			presented.	