	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Texts/ reading resources.	Bug Club. Once upon a Picture. Power of Reading texts: 1) No Dinner 2) Handa's surprise. 3) Naughty Bus, 4) The train ride 5) What the Ladybird Heard. 6) The Blue Penguin 7) Ruby's Worry. 8) The Gigantic Turnip. 9) The Gruffalo. LITTLE WANDLE: PHASES 2/3 Home Reading: Collins Big Cat Reading scheme.	Once upon a Picture. Bug Club. Power of Reading texts: 1) The Leaf 2) The Dark 3) Lila and the secret of rain. 4) I want my Hat back. 5) Grace and Family. 6) Beogu 7) Man on the Moon. The Gingerbread Man Goldilocks and The Three Bears.	Once Upon a Picture The Twits Reading VIPERS- weekly sessions. (Stage 1) Start in Summer 2 Ant and the Grasshopper. Gregory Cool Asha in the Attic How to grow a Sunflower (nonfiction) SATS practice reading materials. Poems: Animal poems Ning Nang Nong LITTLE WANDLE: PHASE 5 - REVISE/ RECAP. Home Reading: Collins Big Cat Reading scheme. A selection of class readers throughout the year.	Reading between the Lines. Reading Detectives Once Upon a Picture. Reading VIPERS-weekly sessions. (Stages 2 and 3) I'll Take You To Mrs Cole Hair Love The Stone Age Boy Theseus and the Minotaur. Poems: Shape Firework Bone Yard Rap A selection of class readers throughout the year. Home Reading: Collins Big Cat Reading scheme.	Once Upon A Picture Reading Detectives Reading Between the Lines Reading VIPERS-weekly sessions. (Stages 3 and 4) Medusa and Perseus Leon and the Place Between. Mufaros Beautiful Daughter The Day the Crayons quit. Poems: The Magic Box Let the Sun Shine in. Play scripts: Jack and Jill Little Red Riding Hood. A selection of class readers throughout the year. Home Reading: Collins Big Cat Reading scheme.	Reading between the Lines. Reading Detectives. Once upon a Picture. Reading VIPERS-weekly sessions. (Stages 4 and 5) Biography: Malala Yousafza Poems: Slam poetry Smile – Spike Milligan Play scripts: The Lion, The Witch and the wardrobe. A selection of class readers throughout the year. Newspaper: First News Home Reading: Collins Big Cat Reading scheme.	Reading between the Lines. Reading VIPERS — weekly sessions. (Stages 5 and 6) Reading Detectives Anne Frank's Diary. Once Upon a Picture. SATS Busters. Play scripts: Romeo and Juliet Charlie and the Chocolate Factory (Production) Poems: Snowstorm Nonsense A selection of class readers throughout the year. Newspaper: First News Home Reading: Collins Big Cat Reading scheme.
	throughout the year.	Animals Poems					

	Roar LITTLE WANDLE: PHASES 4/5 Home Reading: Collins Big Cat Reading scheme. A selection of class readers throughout the year.					
Word	Apply phonic knowledge and skills to decode words. Respond speedily with the correct sound to graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs. Read common exception words.	Continue to apply phonic knowledge to decode words until automatic decoding. Read accurately by blending the sounds in words that contain the graphemes taught so far. Read accurately words of two or more syllables Read words containing	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I Read further exception words.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I Read further exception words.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1.

	Read words containing taught GPCs and -s, -es, - ing, -ed, -er and -est endings Read words with contractions and understand that the apostrophe	common suffixes. Read further common exception words. Read most words quickly and accurately, without overt sounding and blending.				
	represents the amitted letter. Read aloud accurately books that are consistent with their developing phonic knowledge	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue				
	_	hesitation		_	_	_
Attitudes	To link what they read to their own experiences. To become	Listening to, discussing and expressing views about a wide range of poetry, stories	Increasing their familiarity with a wide range of books, including fairy stories, myths	Increasing their familiarity with a wide range of books, including fairy stories, myths	To read and discuss an increasingly wide range of fiction, poetry, plays, non-	To read and discuss an increasingly wide range of fiction, poetry, plays, non-

familiar with	and non-	and legends,	and legends,	fiction and	fiction and
key stories,	fiction.	and retelling	and retelling	reference books	reference books
fairy stories	Ü	some of these	some of these	or textbooks.	or textbooks.
and traditional	Discussing the	orally.	orally.		
tales, retelling	sequence of		, and the second	Reading books	Reading books
them and	events in books	Identifying	Identifying	that are	that are
considering their	and how items	themes and	themes and	structured in	structured in
particular	of information	conventions in	conventions in	different ways	different ways
characteristics.	are related.	a wide range	a wide range	and reading	and reading
		of books.	of books.	for a range of	for a range of
Recognising and	Becoming familiar with			purposes.	purposes.
joining in with	and retelling a range of	Preparing	Preparing		
predictable	stories, fairy stories and traditional tales.	poems and	poems and	Increasing their	Increasing their
phrases.		play scripts to	play scripts to	familiarity with	familiarity with
	Being	read aloud and	read aloud and	a wide range	a wide range
Learning to	introduced to	to perform,	to perform,	of books,	of books,
appreciate	non-fiction	showing	showing	including	including
rhymes and	books that are	understanding	understanding	myths, legends	myths, legends
poems, and to	structured in	through	through	and traditional	and traditional
recite some by	different ways.	intonation,	intonation,	stories, modern	stories, modern
heart.		tone, volume	tone, volume	fiction, fiction	fiction, fiction
		and action.	and action.	from our	from our
				literary	literary
		Discussing	Discussing	heritage, and	heritage, and
		words and	words and	books from	books from
		phrases that	phrases that	other cultures	other cultures
		capture the	capture the	and traditions.	and traditions.
		reader's interest	reader's interest		
		and	and	Recommending	Recommending
		imagination.	imagination.	books that they	books that they
				have read to	have read to
		Recognising	Recognising	their peers,	their peers,
		some different	some different	giving reasons	giving reasons
		forms of	forms of	for their	for their
		poetry.	poetry.	choices.	choices.

					Identifying and discussing themes and conventions in and across a wide range of	Identifying and discussing themes and conventions in and across a wide range of
					writing. Making comparisons within and across books.	writing. Making comparisons within and across books.
					Learning a wider range of poetry by heart: Preparing	Learning a wider range of poetry by heart: Preparing
					poems and plays to read aloud and to perform, showing	poems and plays to read aloud and to perform, showing
					understanding through intonation, tone and volume so that the meaning is	understanding through intonation, tone and volume so that the meaning is
					clear to an audience	clear to an audience
Comprehension	Discussing word meanings, linking new	Recognising simple recurring literary	Checking that the text makes sense to them,	Checking that the text makes sense to them,	Checking that the book makes sense to them,	Checking that the book makes sense to them,

meanings to	language in	discussing	discussing	discussing their	discussing their
those already	stories and	their	their	understanding	understanding
known.	poetry.	understanding	understanding	and exploring	and exploring
		and explaining	and explaining	the meaning of	the meaning of
Drawing on	Discussing and	the meaning of	the meaning of	words in	words in
what they	clarifying the meaning	words in	words in	context.	context.
already know	of words, linking new meanings to known	context.	context.		
or on	vocabulary.			Asking	Asking
background	,	Asking	Asking	questions to	questions to
information.	To build up a	questions to	questions to	improve their	improve their
	repertoire of	improve their	improve their	understanding.	understanding.
Checking that	poems learnt	understanding	understanding		U
the text makes	by heart.	of a text	of a text	Drawing	Drawing
sense to them				inferences such	inferences such
as they read	To draw on	Drawing	Drawing	as inferring	as inferring
and correcting	what they	inferences such	inferences such	characters'	characters'
inaccurate	.already know	as inferring	as inferring	feelings,	feelings,
reading	or background	characters'	characters'	thoughts and	thoughts and
	information.	feelings,	feelings,	motives from	motives from
Discussing the		thoughts and	thoughts and	their actions,	their actions,
significance of	Checking that	motives from	motives from	and justifying	and justifying
the title and	the text makes	their actions,	their actions,	inferences with	inferences with
events.	sense to them	and justifying	and justifying	evidence.	evidence.
	as they read	inferences with	inferences with		
To make simple	and correcting	evidence	evidence	Predicting what	Predicting what
inferences.	inaccurate			might happen	might happen
	reading.	Predicting what	Predicting what	from details	from details
To make simple		might happen	might happen	stated and	stated and
predictions.	To make simple	from details	from details	implied.	implied.
	inferences.	stated and	stated and		
Participate in		implied	implied	Summarising	Summarising
discussion	To make simple			the main ideas	the main ideas
about what is	predictions.	Identifying	Identifying	drawn from	drawn from
read to them	5	main ideas	main ideas	more than one	more than one
	Participate in	drawn from	drawn from	paragraph,	paragraph,
Explain clearly	discussion	more than one	more than one	identifying key	identifying key

their	about books,	paragraph and	paragraph and	details that	details that
understanding	poems and	summarising	summarising	support the	support the
of what is read to them.	other works.	these.	these.	main ideas.	main ideas.
	Explain and	Identifying	Identifying	Identifying how	Identifying how
	discuss their	how language,	how language,	language,	language,
	understanding	structure, and	structure, and	structure and	structure and
	of books,	presentation	presentation	presentation	presentation
	poems and	contribute to	contribute to	contribute to	contribute to
	other materials.	meaning.	meaning.	meaning.	meaning.
		Retrieve and	Retrieve and	Discuss and	Discuss and
		record	record	evaluate how	evaluate how
		information	information	authors use	authors use
		from non-	from non-	language,	language,
		fiction	fiction	including	including
				figurative	figurative
		Participate in	Participate in	language,	language,
		discussion	discussion	considering the	considering the
		about both	about both	impact on the	impact on the
		books that are	books that are	reader.	reader.
		read to them.	read to them.		
				Distinguish	Distinguish
				between	between
				statements of	statements of
				fact and	fact and
				opinion	opinion
				Retrieve, record	Retrieve, record
				and present	and present
				information	information
				from non-	from non-
				fiction	fiction
				Participate in	Participate in
				discussions	discussions

			about books	about books
			that are read	that are read
			to them and	to them and
			those they can	those they can
			read for	read for
			themselves,	themselves,
			building on	building on
			their own and	their own and
			others' ideas	others' ideas
			and challenging	and challenging
			niews.	views
			courteously	courteously
			Explain and	Explain and
			discuss their	discuss their
			understanding	understanding
			of what they	of what they
			have read,	have read,
			including	including
			through formal	through formal
			presentations	presentations
			and debates,	and debates,
			maintaining a	maintaining a
			focus on the	focus on the
			topic and	topic and
			using notes	using notes
			where	where
			necessary	necessary
			Provide	Provide
			reasoned	reasoned
			justifications	justifications
			for their views.	for their views.

READING SKILLS MAP.

CAPITAL CULTURE:

£7 per child for children to buy a book at Bookfair. Book tokens at the Bookfair Ebooks – Oxford Reading Owl (Lockdown)

Power Reading Big Books. Bug Club E books (Reception)