	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Texts</u>	RECEPTION Power of Reading: Poetry: A great Big Cuddle Traditional Stories: The Gigantic turnip The Gruffalo, Around the World: No Dinner, Handa's surprise, Transport: Naughty Bus, the train ride Animals: What the Ladybird Heard. Our very own dog. Family and Friends Ana Hibiscus Ruby's worry Blue Penguin?	YEAR 1 Once upon a Picture predicting. Bug Club. Goldilocks and The Three Bears. Kakadu Jack. Ning Nang Nong. Witches Brew. Wheels, Wings and Other Things. Michael Rosen Chocolate Cake Julia Donaldson -The Gruffalo -The Gruffalo -The Gruffalo -The Stickman -Room on the broom -Zog and the flying Doctors (Rhyming patterns)	YEAR 2 Oxford reading tree. Ginn Rigby Red Star Selection of differentiated fiction and non-fiction texts Once upon a picture Hansel and Gretel v Little Red Riding Hood Traditional tales-The Enormous Turnip Asha in the Attic How to grow a Sunflower (non-fiction) The Twits Percy, the park keeper. Seasonal poems Reading VIPERS	YEAR 3 I'll Take You To Mrs Cole Reading between the Lines. Reading Detectives Once Upon a Picture. Myths and Legends - Medusa/Perseus/Theseus and the Minotaur Brilliant Activities for Reading Comprehension. Reading VIPERS	YEAR 4 Once Upon A Picture Reading Detectives Reading Between the Lines The Butterfly Lion Twinkl- theme based reading comprehensions The Highway Rat Matilda Penguin's progress Reading VIPERS	Reading between the Lines. Reading Detectives. Once upon a Picture. Non-fiction texts about predominant figures in Black History Month There's a Boy in the Girl's Bathroom Teacher reading aloud Micahel Morpurgo / JK Rowling Reading VIPERS	Reading between the Lines. Reading VIPERS-Literacy Shed. Reading Detectives Anne Frank's Diary. Once Upon a Picture. SATS Busters Reading VIPERS
Word		Apply phonic	Continue to	Apply their	Apply their	Apply their	Apply their

knowledge and	apply phonic	growing	growing	growing	growing
skills to decode	knowledge to	knowledge of	knowledge of	knowledge of	knowledge of
words.	decode words	root words,	root words,	root words,	root words,
	until automatic	prefixes and	prefixes and	prefixes and	prefixes and
Respond	decoding.	suffixes	suffixes	suffixes	suffixes
speedily with	raccorati og.	(etymology and	(etymology and	(marphology	(morphology
the correct	Read accurately	morphology) as	morphology) as	and	and
sound to	by blending the	listed in English	listed in	etymology), as	etymology), as
graphemes	sounds in	Appendix I	English	listed in	listed in
8 1-1-1-1	words that	1-1	Appendix 1	English	English
Read accurately	contain the		1-1	Appendix 1.	Appendix 1.
by blending	graphemes	Read further		' '	11
sounds in	taught so far.	exception words.	Read further		
unfamiliar			exception		
words	Read accurately		words.		
containing	words of two				
GPCs.	or more				
	syllables				
Read common					
exception	Read words				
words.	containing				
	common				
Read words	suffixes.				
containing					
taught GPCs	Read further				
and -s, -es, -	common				
ing, -ed, -er	exception				
and -est	words.				
endings	5 / /				
	Read most				
Read words	words quickly				
with	and accurately,				
contractions	without overt				
and understand	sounding and				
that the	blending.				
apostrophe					

	represents the omitted 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 familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.	Listening to, discussing and expressing views about a wide range of poetry, stories and non- fiction. Discussing the sequence of events in books and how items of information are related. Becoming familiar with and retelling a range of stories, fairy stories and traditional tales. Being	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and	To read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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	To read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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

Learning to	introduced to	understanding	to perform,	of books,	of books,
appreciate	non-fiction	through	showing	including	including
rhymes and	books that are	intonation, tone,	understanding	myths, legends	myths, legends
poems, and to	structured in	volume and	through	and traditional	and traditional
recite some by	different ways.	action.	intonation,	stories, modern	stories, modern
heart.			tone, volume	fiction, fiction	fiction, fiction
		Discussing	and action.	from our	from our
		words and		literary	literary
		phrases that	Discussing	heritage, and	heritage, and
		capture the	words and	books from	books from
		reader's interest	phrases that	other cultures	other cultures
		and imagination.	capture the	and traditions.	and traditions.
			reader's interest		
		Recognising	and	Recommending	Recommending
		some different	imagination.	books that they	books that they
		forms of poetry.		have read to	have read to
			Recognising	their peers,	their peers,
			some different	giving reasons	giving reasons
			forms of	for their	for their
			poetry.	choices.	choices.
				Identifying and	Identifying and
				discussing	discussing
				themes and	themes and
				conventions in	conventions in
				and across a	and across a
				wide range of	wide range of
				writing.	writing.
				Making	Making
				comparisons	comparisons
				within and	within and
				across books.	across books.
				Learning a	Learning a
				wider range of	wider range of

					poetry by heart: Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	poetry by heart: Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Comprehension	Discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information. Checking that the text makes	Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. To build up a repertoire of poems learnt by heart.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such

as the	ı read who	at they	characters'	as inferring	characters'	characters'
		U	feelings,	characters'	feelings,	feelings,
inaccu	0		thoughts and	feelings,	thoughts and	thoughts and
reading		U	motives from	thoughts and	motives from	motives from
			their actions,	motives from	their actions,	their actions,
Discus	sing the Che	ecking that	and justifying	their actions,	and justifying	and justifying
signific	cance of the	text makes	inferences with	and justifying	inferences with	inferences with
the title	and sen	se to them	evidence	inferences with	evidence.	evidence.
events.	as.	they read		evidence		
	and	d correcting	Predicting what		Predicting what	Predicting what
To ma	re simple ina	ccurate	might happen	Predicting what	might happen	might happen
inferen	ces. read	ding.	from details	might happen	from details	from details
			stated and	from details	stated and	stated and
To ma	e simple To .	make simple	implied	stated and	implied.	implied.
predicti	ons. infe	erences.		implied		
			Identifying main	·	Summarising	Summarising
Particip	ate in To.	make simple	ideas drawn	Identifying	the main ideas	the main ideas
discus	sion pred	dictions.	from more than	main ideas	drawn from	drawn from
about .	what is		one paragraph	drawn from	more than one	more than one
read to	them Par	ticipate in	and summarising	more than one	paragraph,	paragraph,
	disa	cussion	these.	paragraph and	identifying key	identifying key
Explair	clearly abo	out books,		summarising	details that	details that
their	poe	ems and	Identifying how	these.	support the	support the
unders	tanding othe	er works.	language,		main ideas.	main ideas.
of who	ıt is		structure, and	Identifying how		
read to	them. Exp	plain and	presentation	language,	Identifying how	Identifying how
	disa	cuss their	contribute to	structure, and	language,	language,
	und	derstanding	meaning.	presentation	structure and	structure and
	of l	books,		contribute to	presentation	presentation
		ems and	Retrieve and	meaning.	contribute to	contribute to
	othe		record		meaning.	meaning.
			information from	Retrieve and		
			non-fiction	record	Discuss and	Discuss and
				information	evaluate how	evaluate how
			Participate in	from non-	authors use	authors use
			discussion about	fiction	language,	language,

		both books that		including	including
		are read to them.	Participate in	figurative	figurative
			discussion	language,	language,
			about both	considering the	considering the
			books that are	impact on the	impact on the
			read to them.	reader.	reader.
			22 25 25 25 15 15 15 15 15 15 15 15 15 15 15 15 15	120001.	**************************************
				Distinguish	Distinguish
				between	between
				statements of	statements of
				fact and	fact and
				opinion	opinion
				757,557,000,70	10,000,0
				Retrieve, record	Retrieve, record
				and present	and present
				information	information
				from non-	from non-
				fiction	fiction
				<i>3000001</i>	gooden o
				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
				views	views
				courteously	courteously
					
				Explain and	Explain and
				discuss their	discuss their
L				ALL DOUBLE M. CM.	AUGUNDA M WA

READING SKILLS MAP.

			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 using	topic and using
			notes where	notes where
			necessary	necessary
			Provide	Provide
			reasoned	reasoned
			justifications	justifications
			for their views.	for their views.

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)