

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Aims
EYFS	Phonics, Phase 2: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l *Suggested independent reading book level: Wordless books / Phase 2, Set 1 / Phase 2, Set 2	Phonics, Phase 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, s at the end of plural words *Suggested independent reading book level: Phase 2, Set 3	Phonics, Phase 3: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters (dd, mm, tt, bb, rr, gg, pp, ff), longer words containing taught sounds *Suggested independent reading book level: Phase 2, Set 4 / Phase 2, Set 5	Phonics, Phase 3: review previously taught sounds, words with two or more digraphs, words ending in -ing, compound words, words with s in the middle, words ending with -es *Suggested independent reading book level: Phase 3, Set 1	Phonics, Phase 4: short vowel sounds in words, longer words containing taught sounds, compound words, words ending in -ing, -ed, -est *Suggested independent reading book level: Phase 3, Set 2	Phonics, Phase 4: long vowel sounds in words, phase 4 words ending in -s and -es, words ending in -ing, -ed, -est *Suggested independent reading book level: Phase 4, Set 1	
Year 1	Phonics, Phase 3 / 4 review, then Phase 5: ay, ou, oy, ea *Suggested independent reading book level: Phase 4, Set 2	Phonics, Phase 5: ir, ie, ur, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie, aw *Suggested independent reading book level: Phase 5, Set 1	Phonics, Phase 5: y, ea, wh, oe, u, ow, g, ph, al, ice, ve, o-e, o, ou, se, ce, ey *Suggested independent reading book level: Phase 5, Set 2	Phonics, Phase 5: or, u, are, au, aur, oor, al, tch, ture, al, a, ear, ere, wr, st, sc, ch, ce, se, ze *Suggested independent reading book level: Phase 5, Set 3	Phonics, Phase 5: Review previously taught sounds *Suggested independent reading book level: Phase 5, Set 4	Phonics, Phase 5: eigh, aigh, ey, ea, kn, gn, mb, ere, eer, su, si, dge, y, ge, ti, ssi, si, ci, augh, our, oar, ore *Suggested independent reading book level: Phase 5, Set 5	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading <p>Reading Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them
	<p>Shared story time texts:</p> 						
Year 2	*Suggested independent reading book level: Purple		*Suggested independent reading book level: Gold		*Suggested independent reading book level: White		<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
	<p>Shared story time texts:</p>						



- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

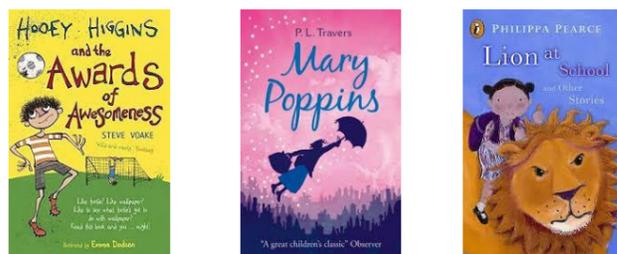
Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

*Suggested independent reading book level: Lime

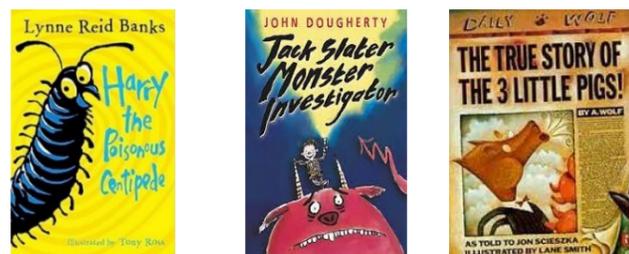
Shared texts for whole class reading lessons and story times:



*Suggested independent reading book level: Ruby

*Suggested independent reading book level: Copper

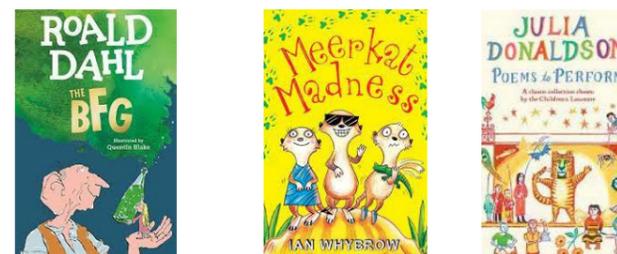
Shared texts for whole class reading lessons and story times:



*Suggested independent reading book level: Ruby / Emerald

*Suggested independent reading book level: Topaz

Shared texts for whole class reading lessons and story times:



*Suggested independent reading book level: Emerald

Word Reading

Pupils should be taught to:

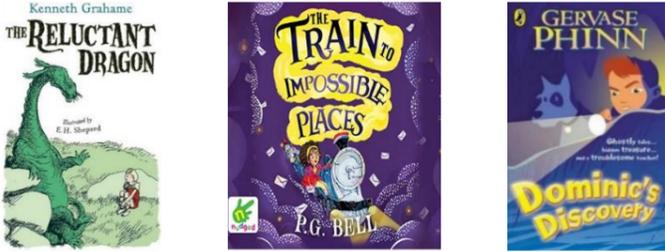
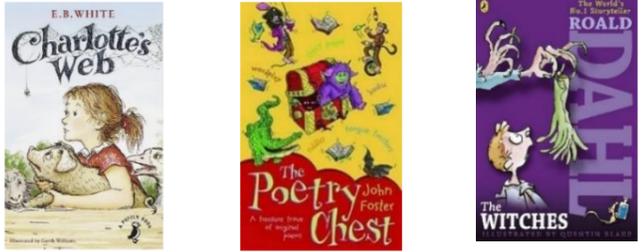
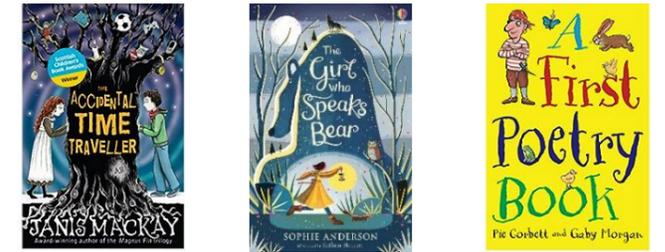
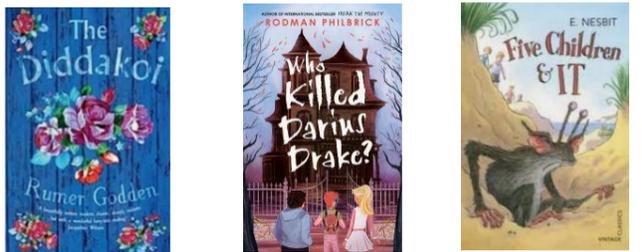
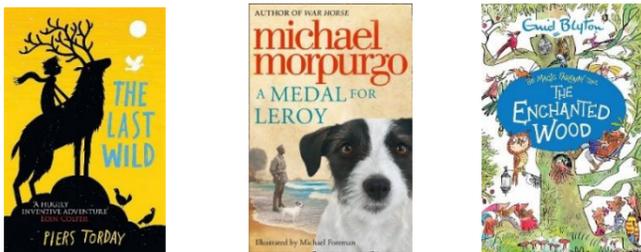
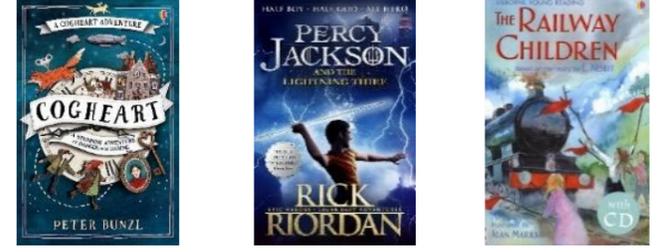
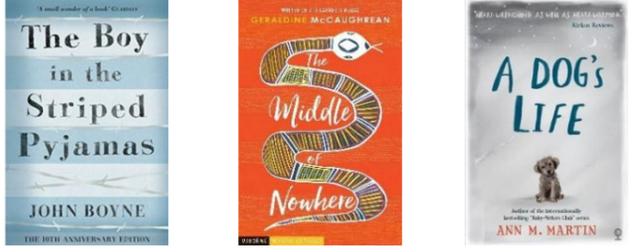
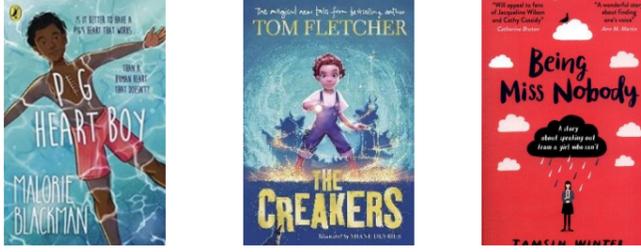
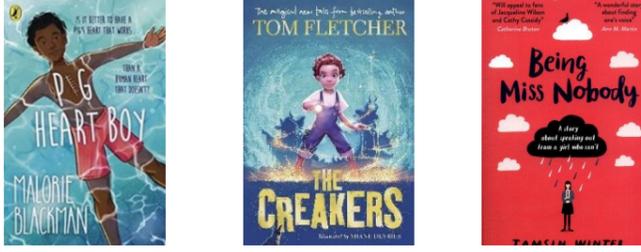
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Year 3

Year 4	<p>Shared texts for whole class reading lessons and story times:</p> 	<p>Shared texts for whole class reading lessons and story times:</p> 	<p>Shared texts for whole class reading lessons and story times:</p> 	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: 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 as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Year 5	<p>*Suggested independent reading book level: Sapphire</p> <p>Shared texts for whole class reading lessons and story times:</p> 	<p>*Suggested independent reading book level: Sapphire / Diamond</p> <p>Shared texts for whole class reading lessons and story times:</p> 	<p>*Suggested independent reading book level: Diamond</p> <p>Shared texts for whole class reading lessons and story times:</p> 	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet <p>Reading Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a 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 understand what they read by: 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 inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
Year 6	<p>*Suggested independent reading book level: Pearl</p> <p>Shared texts for whole class reading and story times:</p> 	<p>*Suggested independent reading book level: Pearl / Free choice</p> <p>Shared texts for whole class reading and story times:</p> 	<p>*Suggested independent reading book level: Free choice</p> <p>Shared texts for whole class reading and story times:</p> 	<p>*Suggested independent reading book level: Free choice</p> <p>Shared texts for whole class reading and story times:</p> 

				<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
<p>KS3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature choosing and reading books independently for challenge, interest and enjoyment rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts studying a range of authors, including at least 2 authors in depth each year 			

*The book levels in the table indicate which books children who are working in line with age-related expectations may be reading. However, teachers use their professional judgement and ongoing assessments to assign book levels which closely match the children's reading attainment. Therefore, children may be reading a book which is above or below the suggested level for their term.