

**Roecliffe CE Primary School**  
**Reading Spine Substantive Knowledge Progression**

*In Class 1 (Reception and Year 1) - We work on an AB year where all the children in the class will be part of the same enquiry. The following year, the enquiry titles and topics will change but reception will always work within the EYFS framework and Year 1 will always work with the KS1 National Curriculum.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me My Feelings	Autumn Christmas	Winter Penguins	Spring Minibeasts	Old Toys Fairy Tales - Goldilocks and the Three Bears	Transport Summer
Class Texts  Fiction Non-fiction Poetry	In My Heart by Jo Witek  We are all Different (Twinkl)  A Rainbow of Feelings & Dancing Families By Joseph Coelho from Blow a Kiss, Catch a Kiss (CLPE)	We're going on a Leaf Hunt by Steve Metzger  The Jolly Christmas Postman by Janet and Allen Ahlberg	Winter by Ailie Busby  Spiky By Sarah Cullen  Picturepedia birds	Mad about Minibeasts by Giles Andreae  The very hungry caterpillar by Eric Carle  A Ticket to Kalamazoo! Author: James Carter	The Old Toy Room (Twinkl)  Goldilocks and the Three Bears	Summer by Ailie Busby  You can't take an elephant on the bus by Patricia Cleveland-Peck  An International airport by Steve McDonald
Vocabulary	Twirl, frighten, strong, brave, angry, explode, mad, bob, gently, calm, lazy, hurt, fragile, delicate, healed, hopeful, afraid, shy, proud	Palace, uniform, garage, cackle, wicked, cottage, glee	Spiky, sparkles, frozen, soggy, icicles, snowflakes, snug, snuggle	Chirrup, scuttle, famous, slithering, sticky, slimy, shelter, scrummy, dew, glitters, fuzzy, feelers, pincers, rotten, cling, nest, admit, cocoon, hive, heavenly, shimmering, dazzling, incredibly	Explore, carved, creaked, emerged, bustling, carriages, aboard, grand, bowed, clambered, honoured, halt, approached, piled, gathered, elegant, gracefully, familiar	Grasp, slither, snatch, panic, leap, bizarre, temper, capsize, totter, unable, gobble, vehicle, conveyance
EYFS Framework	<u>Communication and Language</u> Joining in with simple songs and rhymes. I enjoy listening to rhymes, songs and simple stories. Start to understand and answer questions 'who', 'what', 'where' about the story. Enjoy listening to longer stories and can remember much of what happens. Learn new vocabulary Use new vocabulary throughout the day.					

End points	<p>Students should be able to recognise and name the different emotions presented in the book, such as happiness, anger, and sadness.</p> <p>Learners should demonstrate an understanding of the sequence of events and the flow of the story by recounting the narrative with the help of pictures and prompts.</p> <p>Pupils should learn new vocabulary related to feelings and emotions as introduced in the story, and use these words in appropriate contexts.</p> <p>Children should be able to listen and respond to simple questions about the story and their own experiences of different emotions.</p> <p>Learners should actively participate in read-aloud sessions, including turning pages when prompted, pointing to pictures when mentioned, and joining in with repetitive phrases or actions.</p>	<p>Students should be able to listen to and show an interest in the story, maintaining attention and recalling key details of the narrative, including main characters and significant events.</p> <p>Pupils should be encouraged to anticipate key events in the story, such as guessing who the next letter might be for, using the illustrations as clues.</p> <p>Children should be able to identify characters from the story and associate them with their names and characteristics.</p> <p>Pupils should express preferences by stating the parts of the story or illustrations they liked best and discussing their reasons in simple terms.</p>	<p>Students should recognize the seasonal theme of winter, identifying key winter characteristics such as snow, cold temperatures, and winter clothing as presented in 'Winter' by Ailie Busby.</p> <p>Children will engage in discussions about the book, using new vocabulary words in sentences related to the book's content.</p> <p>Be able to predict what might happen next in the story based on the illustrations and the part of the story they have heard so far, demonstrating early inference skills.</p> <p>Children will demonstrate the ability to retell simple stories like 'Winter' in chronological sequence, focusing on key events and characters.</p>	<p>Attempt to predict and say out loud words that rhyme when prompted during shared reading sessions.</p> <p>Respond to the illustrations in the book, by talking about the depicted minibeasts and commenting on details.</p> <p>Listen to the story and demonstrate understanding by talking about the events and main characters.</p> <p>Show interest in listening to stories and can express preferences by requesting a reading of 'Mad about Minibeasts'.</p> <p>Enrich their vocabulary with words specific to the theme of the book, including the names of different minibeasts and descriptive words used in the story.</p> <p>Use new vocabulary during conversations and play activities, showing an understanding of the words' meanings in context.</p>	<p>Recognise and name common toys that are found within 'The Old Toy Room' topic (e.g., teddy bear, doll, train).</p> <p>Identify toys from simple descriptions or features mentioned in the reading material.</p> <p>Expand their vocabulary by learning and using new words related to the theme of old toys.</p> <p>Start to understand the concept of synonyms and descriptive language through discussions about the toys (e.g., identifying a 'teddy bear' as also a 'stuffed animal').</p> <p>Demonstrate sustained interest in reading materials related to 'The Old Toy Room'.</p> <p>Engage with the text by asking questions and making relevant comments during shared reading sessions.</p>	<p>Children should be able to listen to the story with growing attention and recall major events.</p> <p>Respond to the rhythm and rhymes in the story.</p> <p>Point to and name familiar objects or animals within the book.</p> <p>Handle the book correctly and turn pages with care.</p> <p>Children should learn new vocabulary introduced by the story.</p> <p>Use new words during play and discussions.</p> <p>Answer simple questions about the events or characters.</p> <p>Children should attempt to retell parts of the story in the correct sequence.</p> <p>Use props or pictures related to the story to re-enact parts of the book.</p> <p>Retell a simple narrative or main event from the story.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/ Year 1 (Year A)	Houses and Homes	Celebrations	Our Wonderful World History: The Great Explorers  Who were the greatest explorers?		Animals	Emergency!
Class Texts Fiction Non-fiction Poetry	The Castle the King Built by Rebecca Colby	Stick Man	Here We Are by Oliver Jeffers	Wet and Out and About from 'Out and About: A First Book of Poems' by Shirley Hughes	Dear Dinosaur by Chae Strathie  The language of cat By Rachel Rooney (CLPE)	Florence Nitingale (Little People, Big Dreams)
Vocabulary	Carving, shaping, sharpening, marketing, mason, carpenter, blacksmith, groom, knight, merchant, baker, servant,	Fetch, twirl, race, nest, mast, hook, boomerang, choir, soot, chimney	Solar system, planet, Earth, globe, space, tour, complicated, fooled, patient, alone	Misted, damp, poking, scamper, pale, shoots	Museum, mammoth, whoppers, curator, postbox, reply, rude, impressive, mainly, splendid	Nurse, Florence Nightingale, lamp, Crimean War, soldiers, training, army, hospital, sanitisation, healthcare,

	minstrel, laundry maid					standards
National Curriculum objectives	<p><u>Reception</u>  Communication and Language  ELG: Listening, Attention and Understanding  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Year 1</u>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>*develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales,</li> <li>-retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>-learning to appreciate rhymes and poems, and to recite some by heart</li> <li>-discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>*understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>-making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>* participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>* explain clearly their understanding of what is read to them.</li> </ul>					
End points	<p>Students should be able to listen to and discuss 'The Castle the King Built', demonstrating their understanding by retelling the story in their own words.</p> <p>The children should learn and understand the meaning of new vocabulary encountered in 'The Castle the King Built', particularly medieval-themed words"</p> <p>The students need to be able to answer simple questions about 'The Castle the King Built', discussing who, what, when, where, why, and how questions about the story.</p> <p>They should make inferences on the basis of what is being said and done, e.g., inferring characters' feelings based on their actions in the text.</p>	<p>Students should be able to identify rhyming words and respond to repetitive phrases within the 'Stick Man' book, enhancing their phonological awareness.</p> <p>Students should be able to discuss and demonstrate an understanding of the story 'Stick Man' by Julia Donaldson.</p> <p>Retell the main events of the 'Stick Man' narrative in proper sequence.</p> <p>Make simple inferences from the text, such as how 'Stick Man' might be feeling in different parts of the story.</p>	<p>Pupils should be able to discuss the narrative of 'Here We Are' and recount the story, identifying key details and main events.</p> <p>They should demonstrate understanding of the themes and messages in 'Here We Are', such as respect for the planet and the importance of kindness.</p> <p>Pupils should be able to identify and describe characters and settings from the story, using vocabulary from the text.</p> <p>Pupils should discuss the significance of the illustrations in 'Here We Are', explaining how they enhance understanding of the text and contribute to meaning.</p>		<p>Discuss the title and events of the 'Dear Dinosaur' story, making predictions about the content before and during reading.</p> <p>Respond to simple questions about the text, demonstrating an understanding of the main points.</p> <p>Participate in guided group reading of 'Dear Dinosaur' and similar texts, displaying active listening and engagement.</p> <p>Recall and retell key events from the story in sequence.</p> <p>Identify and discuss the characters from 'Dear Dinosaur', describing their features and actions using evidence from the text.</p>	<p>Students should be able to discuss the main events in the life of Florence Nightingale and understand why she is a significant historical figure.</p> <p>Answer simple questions about the text, demonstrating comprehension of key details.</p> <p>Students should be able to identify and understand a range of vocabulary specific to the historical context</p> <p>Students should be able to make simple inferences from the text and images, such as how Florence Nightingale felt about the conditions in the hospitals or why she carried a lamp.</p> <p>Students should be able to put key events in Florence Nightingale's life in chronological order, demonstrating an understanding of the sequence of events.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/ Year 1 (Year B)	All about me!	Celebrations	Winter	Nature	Past	Transport
Class Texts  Fiction Non-fiction Poetry	All Are Welcome by Alexandra Penfold  Blow a Kiss, Catch a Kiss by Joseph Coelho	Joy to the world (Christmas around the globe)	Winter Sleep: A Hibernation Story by Sean Taylor (including non-fiction section)  Out and About: A First Book of Poems Author: Shirley Hughes	The Tiny Seed by Eric Carle	Old Bear by Jane Hissey	Amelia Earhart (Little People, Big Dreams)  When I Swing By Matt Goodfellow from Caterpillar Cake (CLPE)
Vocabulary	Haste, fear, welcome, gather, spread, dozen, community, diversity, adversity, talent, discover	Dear, celebrate, joyfully, occasion, dazzling, aflame, scroll, impressed, mesob,	Hibernation, feasted, nest, mammal, arctic ground squirrel, woodchuck, bat, deermouse	Seeds, rays, icy, mountain, drowns, drifts, desert, burst, neighbour, bud, looms, pod	Trap door, rough, rescue, marvellous, tumbling, stretched, collapsed, heap, lonelier, firmly, steadied, propeller, dangerous, handkerchief, parachute	Amelia Earhart, pilot, aviation, flight, plane Atlantic, Pacific Ocean, record, Canary, Lady Lindy
National Curriculum	<u>Reception</u> Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <u>Year 1</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>*develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales,</li> <li>-retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>-learning to appreciate rhymes and poems, and to recite some by heart</li> <li>-discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>*understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>-making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>* participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>* explain clearly their understanding of what is read to them.</li> </ul>					

End points	Students should be able to discuss the title 'All Are Welcome' and predict what the book is about, inferring its message of inclusivity and diversity. Pupils must be able to identify the main characters and settings within the story and recall key events in a sequential order. Students should be expected to discuss new and relevant vocabulary from the book, understanding the meaning of words that pertain to diversity, friendship, and school life.	Pupils should be able to talk about what the title 'Joy to the World' might mean within the context of Christmas traditions around the globe. Pupils should show an understanding that Christmas is celebrated in various ways around the world through class discussions and reading activities. Pupils should be able to discuss their likes and dislikes regarding the different Christmas traditions they have read about.	Pupils ought to be capable of retrieving and recording information from non-fiction texts such as simple atlases or introductory texts on Antarctica. They should be able to discuss the significance of the main aspects of Antarctica (e.g., extreme cold, seasons, day/night cycle) they have read or listened to. Children should be able to make simple predictions and inferences based on details found in the text, such as the behaviour of Antarctic animals or the impact of the environment on expeditions.	Pupils should be able to talk about the main events in 'The Tiny Seed', identifying key details. Students should be able to sequence the events in the story correctly. Pupils should begin to make simple inferences based on what is being said and done. Pupils should be familiar with and able to understand key vocabulary from 'The Tiny Seed'	Pupils should be able to retell the main events in the 'Old Bear' story, either through oral retelling or through role-play. Pupils should be able to identify characters in 'Old Bear' and describe their traits, feelings, and actions within the story context. Pupils should be encouraged to make predictions about what might happen based on what has been read so far in 'Old Bear', and discuss story events, linking them to their own experiences. Pupils should be able to answer simple comprehension questions about 'Old Bear', focusing on who, what, when, where, why, and how.	Pupils should be able to identify and understand the main events and key details related to Amelia Earhart's life story as presented in the book. Students should be encouraged to discuss new vocabulary found within the text, clarify the meaning of these words using context and, if necessary, with the aid of a dictionary. Encourage the children to make predictions about the storyline or what Amelia might do next, based on information they have read. Children should be able to articulate whether they liked the story or not and be able to give specific reasons for their preferences using details from the text.
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	Autumn 1 (Fiction)	Autumn 2 (Non-fiction & poetry)	Spring 1 (Fiction)	Spring 2 (Non-fiction & poetry)	Summer 1 (Fiction)	Summer 2 (Non-fiction & poetry)
Year 2	Geography: Seasons Why are the seasons different?	History: Bonfire Night/ The Great Fire of London  Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	Geography: Journeys - Food  Where does our food come from?	History: Holidays  How have holidays changed over time?	Geography: Our Wonderful World  What are the seven wonders of the world?	History: Our Local Heroes  Who are our local heroes?
Class Texts  Fiction Non-fiction Poetry	Rabbit and Bear Julian Gough & Jim Field	York - Horrible Histories	The Lighthouse keeper's lunch	A Street Through Time by Anne Millard	Here we are, Oliver Jeffers	Traditional tale (Hansel and Gretel)
Additional texts	Meerkat Mail  Poles Apart	The Gunpowder Plot - Rob Lloyd Jones  Crackle Spit (bonfire poem)		The Hodgeheg  Sun is laughing By Grace Nichols (CLPE)	Small worlds: Earth by Lara Hawthorne and Camilla De La Bedoyere	Goldilocks on CCTV By John Agard (CLPE)

		<b>The great fire of London</b> <b>By George Szirtes</b> <b>(CLPE)</b>				
Vocabulary	Panting, gloomy, cautiously, thoughtfully, mysteriously, attracted, triumphantly, severely, expert, avalanche, reappeared, floppiest, burrow, embarrassing, habit, scrambled, diet, certain, company, prefer, dawn, dusk, furious, eventually	Frazzle, glow, bold, vivid Treason, intent, plot, overthrow, cruelty, imprisoned, confessed, official Handle, accident, caution, displays, emergency, essential, visible, inflatable	Perched, industrious, tended, concocting, appetising, devoured, gusto, varmints, scrumptious, baffle, racked their brains, brazen lot, accomplished, ingenious plan, secured, expectant	Prospered, fierce, rivals, honour, kiln, efficient, neighbouring, riot, outlaws, repaired, citizens, elegant, mansion, passengers	Globe, discover, responsible, species, complicated, tour, patient	Nibble, dawdling, weary, pouch, cruel, starve, selfish, gentle
National Curriculum objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>* 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</li> <li>* discussing the sequence of events in books and how items of information are related</li> <li>* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>* being introduced to non-fiction books that are structured in different ways</li> <li>* recognising simple recurring literary language in stories and poetry</li> <li>* discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>* discussing their favourite words and phrases</li> <li>* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>* drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>* checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>* making inferences on the basis of what is being said and done answering and asking questions</li> </ul> <p>predicting what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>					
End points	<p>Students should be able to predict what might happen from details stated and implied regarding the characters Rabbit and Bear.</p> <p>Students should be able to discuss and understand the sequence of events in stories featuring Rabbit and Bear, and retell the main events in their own words.</p> <p>Students should be able to identify how the characters of Rabbit and Bear are similar and different, and how the actions of these characters affect the events in the story.</p>	<p>Pupils are expected to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about what they read.</p> <p>Students must be able to retrieve and record information from non-fiction, making simple notes and identifying key details.</p> <p>By discussing and clarifying the meanings of words, linking new meanings to known vocabulary, pupils deepen their understanding of the</p>	<p>Pupils should be able to recount the main events of "The Lighthouse Keeper's Lunch" and discuss the key details of the narrative including character actions and the sequence of events.</p> <p>Students should demonstrate the ability to make simple predictions and inferences about what might happen next, based on what has been read.</p> <p>Students will describe characters' feelings, thoughts, and motives at various points in the story and how they react to different events.</p>	<p>Children should be able to read age-appropriate texts with accuracy and increasing speed, demonstrating understanding through intonation and expression.</p> <p>Decoding unfamiliar words: Students should demonstrate good comprehension of non-fiction texts related to the history of a street, including recalling key details and being able to discuss the main aspects of the text.</p> <p>Pupils should be beginning to make simple inferences based on what they have</p>	<p>Read aloud with appropriate pace: Students are expected to demonstrate fluent reading at an appropriate speed and to pause appropriately at punctuation.</p> <p>Pupils should begin to vary their voice to reflect the meaning of the text.</p> <p>Children should express opinions about a text, discussing preferences, and making recommendations to peers.</p> <p>Students should take turns and listen to others' opinions during discussions about 'Here We Are'.</p>	<p>.Pupils must demonstrate an understanding of the characteristics and roles of protagonists and antagonists within traditional tales.</p> <p>Pupils should be familiar with common language features of traditional tales, including repetitive phrases, adjectives, and adverbs that describe characters and actions.</p> <p>Comprehension and Pupils need to answer comprehension questions about the text that require them to infer characters' feelings and motives.</p> <p>Children should be able to</p>

	Students should be able to discuss the meaning of words in context.	texts related to the history topic.		read, such as deducing characters' feelings or reasons for actions, especially in historical contexts.	Children should be able to make connections between 'Here We Are' and other subjects, discussing the Earth, environment, and society.	identify common themes within different traditional tales, such as good vs. evil or the importance of kindness.
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	Autumn 1 (Fiction)	Autumn 2 (Non-fiction & poetry)	Spring 1 (Fiction)	Spring 2 (Non-fiction & poetry)	Summer 1 (Fiction)	Summer 2 (Non-fiction & poetry)
Year 3	Geography: Climate and Weather  Why is climate important?	History: The Stone Age  How did communities develop throughout The Stone Age?	Geography: Our World  Where on Earth are we?	History: The Bronze Age and Iron Age  How have tool making methods changed over time?	Geography: Coasts  What can we see beside the seaside?	History: Local History  Why should we preserve our locality?
Class Texts  Fiction Non-fiction Poetry	The Owl who was afraid of the dark	DK Find Out Stone Age	Diary of a Killer Cat	Stone Age, Bronze Age and Iron Ages (Explore!) by Sonya Newland	The Iron Man by Ted Hughes	Viking Invader (Newspaper Histories)
Additional texts		Stig of the Dump  The Stone Age and Skara Brae by Ben Hubbard	Stars With Flaming Tails: Poems by Valerie Bloom		The sea's hands By George Szirtes (CLPE)	
Vocabulary	Necessary, fascinating, telescope, enormous, nocturnal, alarming, evil, peer, thump, deck chair, disappeared	Ivy, creepers, moss, somersault, shaggy Workshop, squatted, flaking, splinters, bedstead, bracken, niche, muffled, bramble	Pitty, buff, fuss, grateful, soppy, berserk, streak, snivel, spruce, heave, dreadful, yowl, unsettled, brimmed, cower, scrabble, mangy, glower, scold, stern, deceitful	Period, prehistory, divide, survive, material, permanent, settlement, climate, survive, evidence, remains, affected, solstice, solemn	Blazed, brink, clanging, clung, craned, darted, glided, hollow, immense, jabbed, ledge, peering, scattered, scuttling, torso, swell, wheeling, tumbling	Pillaged, downcast, genuine, mob, legendary, looting, emergency, vast, sum
National Curriculum	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 *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					



	<p>*predicting what might happen from details stated and implied *identifying main ideas drawn from more than one 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.</p>					
End points	<p>Pupils should be able to recall and summarise main ideas, identifying key details that support the main ideas in "The Owl Who Was Afraid of the Dark." Pupils should be able to infer the meanings of unfamiliar words using context clues within the text, and confirm or adjust these inferences using a dictionary when necessary. Pupils should develop a range of vocabulary related to feelings, character traits, and story settings, and be able to use these terms in discussions about the book.</p> <p>Pupils should be able to predict how the story might develop beyond a given point and provide reasons for their predictions based on their understanding of the text and characters.</p>	<p>Students should be able to read texts on the Stone Age and accurately retrieve key details, such as the chronology of the period, and significant events such as the use of fire, development of stone tools, and the transition to farming. Pupils must be adept at identifying and summarising the main ideas from a variety of texts about the Stone Age, separating them from supporting details or interesting additional information. Students must show an understanding of subject-specific vocabulary related to the Stone Age</p>	<p>Students ought to be able to make inferences, such as inferring characters' feelings and motives based on their actions. students should be learning new vocabulary within the context of the book and using clues from the text to understand the meaning of unfamiliar words. They should be able to clearly express their own opinions about the book, including their likes, dislikes, puzzles, and connections. Pupils should be able to describe the characteristics of the main characters, such as the cat, the family members, and their relationships with each other.</p>	<p>Students should identify key features and changes that characterised each age, such as the development of farming, domestication of animals, and the advent of metalworking. Retrieve and record information from "Explore!" to make comparisons or to support their understanding of the historical periods discussed. Interpret illustrations, photographs, and maps provided in the text to enhance understanding of lifestyle and technological advancements.</p>	<p>Students should be able to make inferences about characters' feelings and motives based on their actions, and begin to justify these with evidence from the text. Children should demonstrate an awareness of the themes of the book, such as friendship, fear, and resilience, and be able to talk about how these are shown through the story. Students should practice predicting what might happen at various points in the story, using clues from the author's writing to support their ideas. Students should be capable of writing a simple book review, stating what they enjoyed about 'The Iron Man' and whether they would recommend it to others, while mentioning key aspects of the text such as plot, characters, and themes.</p>	<p>Students should be able to read a range of Viking-themed texts and newspaper articles to identify the main ideas and summarise these succinctly in their own words. Pupils must demonstrate the ability to retrieve and record information from non-fiction, focusing on finding specific details relevant to the Vikings and their invasions. Recognise and understand a range of vocabulary related to the Viking age and newspaper features, utilising context clues to derive meaning from unknown words. They should be capable of comparing different versions of events from various sources and discussing why these accounts might differ.</p>

	Autumn 1 (Fiction)	Autumn 2 (Non-fiction & poetry)	Spring 1 (Fiction)	Spring 2 (Non-fiction & poetry)	Summer 1 (Fiction)	Summer 2 (Non-fiction & poetry)
Year 4	<p>Geography: The Americas</p> <p>Is there more to North America than the USA?</p>	<p>History: The Ancient Egyptians</p> <p>Was the Nile the source of Ancient Egypt's success?</p>	<p>Geography: Rivers and The Water Cycle</p> <p>How have rivers changed our country?</p>	<p>History: Roman Britain</p> <p>How did the Romans influence the culture of the people already living in Britain?</p>	<p>Geography: Earthquakes and Volcanoes</p> <p>How powerful is our world?</p>	<p>History: Crime and Punishment</p> <p>Has the way we catch and punish criminals improved in the last 100 years?</p>
Class Texts	<p>Holes</p> <p>Fiction Non-fiction Poetry</p>	<p>You Wouldn't Want to Be a Pyramid Builder!" by Jacqueline Morley</p>	<p>River Boy by Tim Bowler</p>	<p>You Wouldn't Want to Be a Roman Soldier!" by David Stewart</p>	<p>The Firework Makers daughter</p>	<p>The Highwayman</p>



Additional texts	The nine lives of the cat Mandu By Jackie Kay (CLPE)	Secrets of a sun king by Emma Carroll  Everything Ancient Egypt" by Crispin Boyer	Once upon a raindrop by James Carter		My Heart is a Volcano by Valerie Bloom	The History Detective Investigates: Victorian Crime by Peter Chrisp
Vocabulary	Wasteland, shrivelled, slumped, convicted, descendants, vast, perseverance, befell, outlaw, stranded, barren, desolate, violation, assigned, wearily, scarcity, mere, despicable, defective	Archaeologists, agitated, beckon, carbolic, chided, chai, consumption, dahabiyeh, devoured, eloquently, exasperating, galibya, grimace, hieroglyphics, intrigued, misdemeanour, mongering, priggish Resplendent I, Rosetta Stone, smithereens, swanky	Whelm, paradox, vitality, invigorate, meander, discernible, verdant, envisage, revelation, fissure, trepidation, restlessness, sleek, unsettling, ghoul	Discipline, harsh, infantry, oath, recruitment, routine, declare, pace, temporary, captured, winch, overlapping	Cavern, merriment, toiled, instantly, curious, escort, exhausted, anguish, haul, delay	Torrent, galleon, breeches, rapier, barred, peaked, hollows, scarce, gagged, jest, writhed
National Curriculum objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-develop positive attitudes to reading and understanding of what they read by:</li> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*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</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> <li>*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</li> <li>*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</li> <li>*predicting what might happen from details stated and implied *identifying main ideas drawn from more than one 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.</li> </ul>					
End points	Students should be able to discuss and explore the major themes in 'Holes', such as friendship, fate and justice, and understand how these themes are developed throughout the novel. Children should explain how the author has developed the relationship between characters like Stanley and Zero and infer changes in these relationships over time. They should be able to determine the meaning of words and phrases in context, and discuss their understanding of figurative	They should be able to discuss the sequence of events in the book and how information is related and contributes to meaning. Pupils must be adept at inferring characters' feelings, thoughts, and motives from their actions and justify their inferences with evidence. They should be capable of predicting what might happen from details stated and implied. They should be expected to make comparisons within the text, such as between the life of a pyramid builder and that of the pharaohs.	Students should be able to provide a clear summary of the story, identifying the main events and how they relate to each other. Pupils should be able to recognise key themes in the book, such as growing up, coping with change, and the connection between past and present Students should be able to make inferences about characters' feelings and actions, using evidence from the text to support their ideas. Learners should be able to describe the setting of the story and discuss how it	Students should be able to understand and discuss the meaning of words and phrases that are specific to the time period and setting of the Roman army as presented in the text. They should use context clues to determine the meaning of challenging vocabulary. Pupils should be able to summarise the main ideas drawn from the book, identifying key details that support the main ideas. They should succinctly discuss the life of a Roman soldier as portrayed in the book. By the end of their study of	Students should be able to identify and discuss the major themes of the story, such as perseverance, friendship, and self-discovery, and substantiate their ideas with evidence from the text. Pupils should demonstrate the ability to retrieve and record information from the text, such as key details about characters, setting, and plot developments. They must be capable of making inferences about character feelings, thoughts, and motives, supported by references to the text.	Students should be able to discuss the main ideas drawn from more than one paragraph, summarising the poem's story and themes. Pupils must read aloud 'The Highwayman' with appropriate intonation and expression, reflecting the mood and emotions conveyed in the poem. Students should discuss the meaning of words in context, especially words that are integral to understanding 'The Highwayman' and its historical setting. Identify and discuss the

	language used in the novel. Students should examine and comment on the structure of 'Holes', considering the significance of the novel's non-linear narrative and how it contributes to the construction of the plot.	They should be taught to provide reasoned justifications for their views about the historical context of the book.	influences the mood and the events of the plot.	"You Wouldn't Want to Be a Roman Soldier!", students should be able to identify and discuss themes such as the harshness of military life, the concept of duty, and the historical impact of the Roman army.	They should be able to discuss and clarify the meanings of words and increase their own vocabulary using this text as a resource.	use of literary devices such as metaphors, similes, and personification within the poem.
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	Autumn 1 (Fiction)	Autumn 2 (Non-fiction & poetry)	Spring 1 (Fiction)	Spring 2 (Non-fiction & poetry)	Summer 1 (Fiction)	Summer 2 (Non-fiction & poetry)
Year 5	Geography: Changes in the Environment  How can we protect the polar regions?	History: The Anglo-Saxons  Was life better in Anglo Saxon Britain or Roman Britain?	Geography: Europe - A Study of the Alpine Region  How is this region affected by tourism?	History: The Vikings  The Vikings – ruthless killers or peaceful settlers?	Geography: South America and The Amazon  How do our environmental regions compare?	History: Journeys  How significant was the invention of trains in the UK?
Class Texts  Fiction Non-fiction Poetry	The Wolf Wilder by Katherine Rundell	Beowulf	When the Mountains Roared by Jess Butterworth	Author study- Philip Gross (Dark Sky Park book)	The Explorer by Katherine Rundell/ Running Wild by Michael Morpurgo	Journey by Aaron Becker (wordless picture book)
Additional texts	Flip learning- Arctic and Antarctic Fearless female explorers Shackleton's Journey by William Grill	Anglo-Saxons the history detective investigates	Alpine Explorers" by Clive Gifford  Dark Sky Park poem By Philip Gross	Viking Boy by Tony Bradman	Fearless female explorers	Journey By Valerie Bloom
Vocabulary	Insidious, dissuade , modified, obedience , insolent, abomination, dilapidated, cascade, decay, erupted, bleached, ostentatiously, hunkered, coaxing	Embers. Hearth, seldom, comrades, stern, jutted, broodingly, slay, gesture, earnestly, mortal, thrust, thronged, clamour, endure, valiantly	Dappled, etched, throbs, imprinted, headhunted, falters, grim	Tendrils, billowed, hasty, pulsing, surging, radiating, eerie, glossy, muzzle, savoured, bleak, flint, exotic	Swerve, canopy, ceased, cascade, singed, charred, haunches, accustomed, instinctively, luminous, infuriated, brusquely, incredulously	N/A

National Curriculum objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-maintain positive attitudes to reading and understanding of what they read by:</li> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*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</li> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> <li>*making comparisons within and across books</li> <li>*learning a wider range of poetry by heart</li> <li>*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</li> <li>-understand what they read by:</li> <li>*checking that the book makes sense to them, *discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>*predicting what might happen from details stated and implied</li> <li>*summarising the main ideas drawn from more than one paragraph, *identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-distinguish between statements of fact and opinion</li> <li>-retrieve, record and present information from non-fiction</li> <li>-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</li> <li>-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</li> <li>-provide reasoned justifications for their views.</li> </ul>					
End points	<p>Identify and discuss the themes of the story, such as friendship, bravery, and freedom, and understand the way these themes influence the characters and the plot.</p> <p>Infer characters' feelings, thoughts, and motives from their actions, and justify their inferences with evidence.</p> <p>Predict how characters might react in different situations based on their understanding of the character's traits and previous behaviour in the text.</p> <p>They need to discuss the author's use of language, including vocabulary choices and stylistic features, and how these affect the reader's interpretation of the text.</p> <p>Be able to identify similarities and differences in how themes like adventure and the relationship between humans and animals are explored in different texts.</p>	<p>Be able to summarise the plot of Beowulf, identifying the key events of the story, including Beowulf's battles with Grendel, Grendel's mother, and the dragon.</p> <p>Be able to discuss the recurring themes, such as heroism, loyalty, and the struggle between good and evil.</p> <p>Explore and reflect on the relationships between characters, such as Beowulf and his men, the king, and the monsters.</p> <p>Understand and be able to use a range of vocabulary from the story, including words specific to the setting and time period of Beowulf.</p> <p>Compare different versions or retellings of Beowulf, discussing similarities and differences in interpretation.</p>	<p>Pupils will explore how the author uses descriptive language to create a setting and atmosphere that reflects themes.</p> <p>Pupils are expected to discuss and explore the meaning of words in context, particularly focusing on figurative language that relates to the setting and themes (e.g., similes, metaphors).</p> <p>Pupils are encouraged to reflect on and evaluate the text, considering the author's purpose and viewpoint, and how these may differ from or challenge the reader's perspective.</p> <p>Students should be able to prepare readings of extracts from the text, using intonation, tone, volume, and action to distinguish characters and convey meaning.</p>	<p>Students should be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Examine the text's structure, including how the sequence of events and paragraphs contribute to the overall coherence.</p> <p>Compare and contrast characters, settings and themes across a range of poems by Philip Gross.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p>Students should be able to predict what might happen from details stated and implied within the illustrations, considering both the immediate and wider context of the scenes.</p> <p>Pupils should be able to analyse the use of colour, perspective, and symbolic elements in the illustrations to understand how these contribute to the mood and meaning of the story.</p> <p>Learners should engage in discussions about how Aaron Becker uses visual devices such as scale, composition, and light to direct readers' attention and create emotional impact.</p> <p>Pupils should confidently articulate personal responses to 'The Journey', making connections to their own experiences or to other texts they have read.</p>

	Autumn 1 (Fiction)	Autumn 2 (Non-fiction & poetry)	Spring 1 (Fiction)	Spring 2 (Non-fiction & poetry)	Summer 1 (Fiction)	Summer 2 (Non-fiction & poetry)
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Year 6	Geography: Africa  What are our rights?	History: The Maya Civilisations  Why should we remember the Maya?	Geography: Global Warming and Climate Change  What can we do to safeguard our future?	History: The Ancient Greeks  How did the Ancient Greeks shape the world we live in today?	Geography: Our World in the Future  How can we save our biomes?	History: The Impact of War  How did World War Two affect different people within society?
Class Texts  Fiction Non-fiction Poetry	Journey to Jo'burg	A Question of History: Why were Mayan games so deadly? And other questions about the Maya	The Day the World Went Loki by Robert J. Harris	So You Think You've Got it Bad? A Kid's Life in Ancient Greece by Chae Strathie & Marisa Morea	The Last Wild by Piers Torday	Goodnight Mister Tom
Additional texts	Nelson Mandela: The Long Walk to Freedom" by Chris Van Wyk (Adaptation for Young Readers)  Black and British by David Olusoga  Autumn by Alan Bold (structured poem)		How Does Chocolate Taste on Everest? By Leisa Stewart-Sharpe  Earth Heroes Lily Dyu & Amy Blackwell  Love the Orangutan by Stefan Casta  Poems from a Green and Blue Planet Sabrina Mahfouz	Who let the Gods out? By Maz Evans	The Incredible Ecosystems of Planet Earth by Rachel Ignotofsky  How to Make a Better World: For Every Kid Who Wants to Make a Difference (Take on the World) by Keilly Swift	Alan Turing (38) (Little People, BIG DREAMS)
Vocabulary	Bluntly, bewildered, restless, glinted, edging, scrambled, beckoned, wedging, crags, jolted, assured, stifled	Glyphs, codices, chichen Itza, batab, itzamna, huipil, kin, Kukulcan, Uinal	Absent minded, brace, rant, mockingly, merciful, unsettling, manoeuvre, haphazardly, rioted, numbly	Deemed, loathsome, lumbered, gaggle, plummeted, elaborately, scintillating, entitled, smother, summon, accustomed, reverently	Covetous, veneration, congenial, animosity, complacency, tenacious, aggrieved, catastrophe, appalling, immaculate	Harrassed, imminent, adamant, scudded, incoherently, jaunty, sultry, retorted, endowed, hored, motley, reveries
National Curriculum objectives	Pupils should be taught to: -maintain positive attitudes to reading and 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 one paragraph, *identifying key details that support the main ideas					

	<p>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 -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>					
End points	<p>Be able to identify and discuss the themes of separation, resilience, and apartheid within the narrative, relating these to historical and social contexts.          Be capable of analysing character development, particularly the main characters, identifying changes in their behaviour and attitudes throughout the story.          Be proficient in making inferences from the text regarding characters' feelings, thoughts, and motives from their actions.          Be able to interpret how language, structure, and presentation contribute to the meaning of the text.          Be able to compare and contrast 'Journey to Joburg' with other books they have read, identifying similarities and differences in themes, settings, and characterisation.</p>	<p>Be able to summarise the main ideas drawn from more than one paragraph identifying key details that support the main ideas.          Retrieve and record information from non-fiction, identifying key facts and details relevant to Mayan culture, specifically relating to the role and nature of games within that society.          Participate in discussions about the Mayan way of life, comparing different accounts of a subject and expressing their opinions about the sources' value and credibility..          Be able to provide reasoned justifications for their views.          Reflect on the texts covered, evaluating how effectively these convey different viewpoints.</p>	<p>Extract key information, ideas, and themes by summarising the content of each chapter.          Make inferences and predictions about characters' feelings, thoughts, and motives based on their actions, justifying these inferences with evidence from the text.          Discuss and explore the meanings of words, using context to determine the meaning of words they may not initially understand.          Analyse the text, identifying the author's use of tension, humour, and dialogue to engage the reader, considering the impact on the audience and how specific tones and moods are created.          They should evaluate how the author has structured the text, including the use and effect of flashbacks, foreshadowing, and multiple narrative strands.</p>	<p>Pupils need to be able to make inferences and predictions based on evidence from the text.          Students should analyse the author's choice of language and how it contributes to meaning, including figurative language, and understand its effect on the reader.          Students should compare and contrast characters, settings, themes, and other aspects of the novel with other myths, legends, or texts they have studied.          Students should be able to understand and explain the meaning of words in context and explore the nuances of meaning.</p>	<p>Pupils should be capable of inferring meanings beyond the literal.          Students should be able to compare and contrast 'The Last Wild' with other books they have read, making connections and contrasts between themes, settings, and characters, and discussing both the similarities and differences.          They should be able to identify and discuss the use of figurative language in 'The Last Wild', understanding and explaining how language, including similes, metaphors, and personification, contribute to meaning and influence the reader.          Students should be capable of identifying and discussing key themes of 'The Last Wild', such as the environment, friendship, or survival, and articulating how these themes are explored by the author through the narrative.</p>	<p>Students should be able to identify and discuss major themes of the book, such as the impact of war on civilians, the importance of love and kindness, and the contrast between abuse and affection.          Pupils must be capable of exploring and evaluating the characters' development over the course of the story, particularly focusing on Willie and Tom, noting how their relationship evolves.          Year 6 students must demonstrate understanding of figurative language used in the book, including metaphors, similes, and personification, explaining how these contribute to meaning and tone.          Pupils must be able to place the story within its historical context of World War II and understand how this setting influences the characters and plot.</p>