

Year 1 Summer 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
Weeks 1 and 2	Make Way for Little Ducklings – Robert McCloskey	Archaic Language	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. becoming very familiar with key stories, fairy stories and traditional tales, retelling them recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already know understand both the books I can already read accurately and fluently and those I listen to by: drawing on what I already know or on background information and vocabulary provided by the teacher checking that the text makes sense to me as I read and correcting inaccurate reading discussing the significance of the title and events predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done participate in discussion about what is read to me, taking turns and listening to what others say explain clearly my understanding of what is read to me.	Read accurately by blending sounds in unfamiliar words *read common exception words Apply phonic knowledge to decode words Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable Read words with contractions e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work our words Read words with contractions and understand the apostrophe represent omitted letter(s)
Weeks 3 and 4	When the Rain Comes – Tom Pow	Non-Linear Time Sequence		
Weeks 5 and 6	You Wouldn't Want to be in the Great Fire of London! – Jim Pipe	Non-fiction History		

Year 1 Summer 2

Weeks 1 and 2	Hey Little Ant – Hannah Hoose	Narratively Complex	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 read to my own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them 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 know understand both the books I can already read accurately and fluently and those I listen to by: drawing on what I already know or on background information and vocabulary provided by the teacher checking that the text makes sense to me as I read and correcting inaccurate reading discussing the significance of the title and events predicting what might happen on the basis of what has been read so far making inferences on the basis of what is being said and done participate in discussion about what is read to me, taking turns and listening to what others say explain clearly my understanding of what is read to me.	Respond quickly with the correct sound for all 40+ phonemes, including, alternative sounds for graphemes Re-read books to build up their fluency and confidence in word reading Read accurately by blending sounds in unfamiliar words *read common exception words Apply phonic knowledge to decode words Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable Read words with contractions e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work our words Read words with contractions and understand the apostrophe represent omitted letter(s)
Weeks 3 and 4	The Heart and the Bottle – Oliver Jeffers	Figurative Text		
Weeks 5 and 6	What Do You Celebrate? – Whitney Stewart	Non-fiction RE		

Year 2 Summer 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
Weeks 1 and 2	The Tale of Peter Rabbit – Beatrix Potter	Archaic Language	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 I 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 my favourite words and phrases Understand both the books that I can already read accurately and fluently and those that I 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 me and those that I can read for myself, taking turns and listening to what others say Explain and discuss my understanding of books and poems	Continue to apply phonic knowledge to decode words until automatic decoding and reading has become fluent Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same grapheme as above Read words containing common suffixes Read further common exception words, noting anything unusual between spelling and sound and where these occur in the word Read most words quickly and accurately(95% of words), without obvious sounding and blending Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation Re-read these books to build up my fluency and confidence in word reading.
Weeks 3 and 4	The Trouble With Trolls – Jan Brett	Non-Linear Time Sequence		
Weeks 5 and 6	A Planet Full of Plastic – Neal Layton	Non-fiction Science		

Year 2 Summer 2

Weeks 1 and 2	The True Story of the Three Little Pigs – John Scieska	Narratively Complex	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 I 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 my favourite words and phrases Continuing to build up a repertoire of poems learnt by heart with appropriate intonation to make the meaning clear Understand both the books that I can already read accurately and fluently and those that I 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 me and those that I can read for myself, taking turns and listening to what others say Explain and discuss my understanding of books and poems	Continue to apply phonic knowledge to decode words until automatic decoding and reading has become fluent Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same grapheme as above Read words containing common suffixes Read further common exception words, noting anything unusual between spelling and sound and where these occur in the word Read most words quickly and accurately(95% of words), without obvious sounding and blending Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation Re-read these books to build up my fluency and confidence in word reading.
Weeks 3 and 4	Scissors – Allen Ahlberg (poem)	Figurative Text		
Weeks 5 and 6	Muhammed Ali – Maria Isobel Sanchez Vegara	Non-fiction RE		

Year 3 Summer 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
Weeks 1 and 2	Winnie the Pooh – A. A. Milne	Archaic Language	Develop positive attitudes to reading and understanding of what I 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 I have read increase my 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 discussing words and phrases that capture the reader's interest and imagination understand what I have read independently by: draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence predict what might happen from details stated and implied retrieve and record information from non-fiction	apply growing knowledge of root words, prefixes and suffixes read aloud and understand the meaning of new words read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Firework Maker's Daughter – Phillip Pullman	Non-Linear Time Sequence		
Weeks 5 and 6	So You Think You've Got It Bad? – Chae Straiathe	Non-fiction History		

Year 3 Summer 2

Weeks 1 and 2	Toys Go Out – Emily Jenkins	Narratively Complex	Develop positive attitudes to reading and understanding of what I 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 I have read increase my 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 discussing words and phrases that capture the reader's interest and imagination recognising some forms of poetry e.g. free verse, narrative poetry understand what I have read independently by: draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence predict what might happen from details stated and implied retrieve and record information from non-fiction	apply growing knowledge of root words, prefixes and suffixes read aloud and understand the meaning of new words read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Catch a Little Rhyme – Eve Merriam (poem)	Figurative Text		
Weeks 5 and 6	But... Who is Allah? – Bachar Karroum	Non-fiction RE		

Year 4 Summer 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
Weeks 1 and 2	Five Children and It – Edith Nesbitt	Archaic Language	Understand what I read, in books I read independently, by: checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context asking questions to improve my understanding of a text predict what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say. I can retrieve and record information and begin to present information from non-fiction Identify themes and conventions in a wide range of books Use dictionaries to check the meaning of words that have been read	Read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Farm Boy – Michael Morpurgo	Non-Linear Time Sequence		
Weeks 5 and 6	The History Detective Investigates: Anglo-Saxons – Neil Tonge	Non-fiction History		

Year 4 Summer 2

Weeks 1 and 2	I Am Rat – Phillip Pullman	Narratively Complex	understand what I read, in books I read independently, by: checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context asking questions to improve my understanding of a text predict what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say. I can retrieve and record information and begin to present information from non-fiction Identify themes and conventions in a wide range of books Use dictionaries to check the meaning of words that have been read Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks.	Read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Ducks Ditty – Kenneth Grahame (poem)	Figurative Text		
Weeks 5 and 6	Hinduism for Kids – Shalu Sharma	Non-fiction RE		

Year 5 Summer 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
Weeks 1 and 2	Around the World in 80 Days – Jules Verne	Archaic Language	Maintain positive attitudes to reading and understanding of I 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 my 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 I 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	Apply my growing knowledge of root words, prefixes and suffixes
Weeks 3 and 4	The Time Travelling Hamster – Ross Welford	Non-Linear Time Sequence	Understand what I read by: checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context asking questions to improve my 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	Read aloud and understand the meaning of new words that I meet.
Weeks 5 and 6	A Galaxy of Her Own: Amazing Stories of Women in Space – Libby Jackson	Science Non-fiction	identifying how language, structure and presentation contribute to meaning distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously explain and discuss my understanding of what I have read, including through formal presentations and debates provide reasoned justifications for my views.	

Year 5 Summer 2

Weeks 1 and 2	Tin – Pdraig Kenny	Narratively Complex	maintain positive attitudes to reading and understanding of I 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 my 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 I 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 understand what I read by: checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context asking questions to improve my 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 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 me and those that I can read for myself, building on my own and others' ideas and challenging views courteously explain and discuss my understanding of what I have read, including through formal presentations and debates provide reasoned justifications for my views.	Apply my growing knowledge of root words, prefixes and suffixes
Weeks 3 and 4	Swallows and Amazons – Arthur Ransome	Figurative Text		Read aloud and understand the meaning of new words that I meet.
Weeks 5 and 6	Crescent Moons and Pointed Minarets	RE Non-fiction		

Year 6 Summer 1

Weeks	Text	Plague of Reading	Comprehension progress	Word reading progress
Weeks 1 and 2	The Hobbit – J. R. R Tolkein	Archaic Language	<p>Make comparisons within and across books. read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions. preparing poems and plays to read aloud and to perform, showing understanding through tone and volume so that the meaning is clear to an audience increasing my 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 can identify and discuss themes and conventions across a wide range of writing understand what I read by:</p>	<p>Use knowledge of morphology and etymology to read aloud and understand new words</p>
Weeks 3 and 4	A Monster Calls – Patrick Ness	Figurative Text	<p>checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss understanding of texts, including exploring meaning of words in context ask questions to improve understanding of texts summarise ideas drawn from more than one paragraphs, identifying key details predict future events from details stated and implied identify how language, structure and presentation contribute to meaning discuss how authors use language, including figurative language, to affect the reader make book recommendations, giving reasons for choices participate in discussions about books, building on and challenging ideas explain and discuss understanding of reading</p>	<p>Apply my growing knowledge of root words, prefixes and suffixes (See appendix 1) read aloud and understand the meaning of new words that I meet.</p>
Weeks 5 and 6	High Rise Mystery – Sharna Jackson	Diverse Text	<p>participate in formal presentations and debates about reading provide reasoned justifications for views</p>	<p>Confidently read a wider range of challenging texts that are above chronological age with fluency and understanding</p>

Year 6 Summer 2

Weeks 1 and 2	The Pebble in my Pocket – Meredith Hooper	Narratively Complex	<p>Make comparisons within and across books. read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions. preparing poems and plays to read aloud and to perform, showing understanding through tone and volume so that the meaning is clear to an audience increasing my 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 can identify and discuss themes and conventions across a wide range of writing understand what I read by:</p>	<p>Use knowledge of morphology and etymology to read aloud and understand new words</p>
Weeks 3 and 4	Jabberwocky – Lewis Carroll (poem)	Resistant Text	<p>checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss understanding of texts, including exploring meaning of words in context ask questions to improve understanding of texts</p>	<p>Apply my growing knowledge of root words, prefixes and suffixes (See appendix 1) read aloud and understand the meaning of new words that I meet.</p>
Weeks 5 and 6	Don't Pick On Me – Rosemary Stones	PSHE Non-fiction	<p>summarise ideas drawn from more than one paragraphs, identifying key details predict future events from details stated and implied identify how language, structure and presentation contribute to meaning discuss how authors use language, including figurative language, to affect the reader make book recommendations, giving reasons for choices participate in discussions about books, building on and challenging ideas explain and discuss understanding of reading participate in formal presentations and debates about reading provide reasoned justifications for views Develop an appreciation and love of reading, and read increasingly challenging material independently through: Understanding increasingly challenging texts</p>	<p>Confidently read a wider range of challenging texts that are above chronological age with fluency and understanding</p>

