

**Year 3 Autumn 1**

<b>Weeks</b>	<b>Text</b>	<b>Plague of Reading</b>	<b>Comprehension progression</b>	<b>Word reading progression</b>
Weeks 1 and 2	Peter Pan – J. M. Barrie	Archaic Text	develop positive attitudes to reading and understanding of what I read by: <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that I have read</li> </ul> understand what I have read independently by: <ul style="list-style-type: none"> <li>• draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>• predict what might happen from details stated and implied.</li> <li>• retrieve and record information from non-fiction</li> </ul>	apply growing knowledge of root words, prefixes and suffixes <ul style="list-style-type: none"> <li>• read aloud and understand the meaning of new words</li> <li>• read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.</li> </ul>
Weeks 3 and 4	The Midnight Fox – Betsy Byers	Non-Linear Time Sequence		
Weeks 5 and 6	The Witches – Roald Dahl	Narratively Complex		
Weeks 7 and 8	The History of Prehistory	Non-fiction History		

**Year 3 Autumn 2**

Weeks 1 and 2	Iron Man – Ted Hughes	Figurative Text	develop positive attitudes to reading and understanding of what I read by: <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that I have read</li> </ul> increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <ul style="list-style-type: none"> <li>recognising some different forms of poetry e.g. free verse, narrative poetry</li> </ul> understand what I have read independently by: <ul style="list-style-type: none"> <li>draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>predict what might happen from details stated and implied.</li> <li>retrieve and record information from non-fiction</li> </ul>	apply growing knowledge of root words, prefixes and suffixes <ul style="list-style-type: none"> <li>• read aloud and understand the meaning of new words</li> <li>• read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.</li> </ul>
Weeks 3 and 4	Bananas in my Ear – Michael Rosen	Resistant Text		
Weeks 5 and 6	Planet Omar – Zainab Mian	Diverse Text		



**Year 4 Autumn 1**

<b>Weeks</b>	<b>Text</b>	<b>Plague of Reading</b>	<b>Comprehension progression</b>	<b>Word reading progression</b>
Weeks 1 and 2	Alice's Adventures in Wonderland – Lewis Carroll	Archaic Text	Understand what I read, in books I read independently, by: <ul style="list-style-type: none"> <li>• 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</li> <li>• predict what might happen from details stated and implied</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• 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.</li> <li>• I can retrieve and record information and begin to present information from non-fiction</li> <li>• Use dictionaries to check the meaning of words that have been read</li> <li>• Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks.</li> </ul>	Read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Fortunately The Milk – Neil Gaiman	Non-Linear Time Sequence		
Weeks 5 and 6	Varjack Paw – S. F. Said	Narratively Complex		
Weeks 7 and 8	So You Think You've Got it Bad? A Kid's Life in Ancient Greece – Chae Strathie and Marisa Morea	Non-fiction History		

**Year 4 Autumn 2**

Weeks 1 and 2	The Iron Woman – Ted Hughes	Figurative Text	Understand what I read, in books I read independently, by: <ul style="list-style-type: none"> <li>• 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</li> <li>• predict what might happen from details stated and implied</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>• 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.</li> <li>• I can retrieve and record information and begin to present information from non-fiction</li> <li>Identify themes and conventions in a wide range of books</li> <li>• Use dictionaries to check the meaning of words that have been read</li> <li>• Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks.</li> </ul>	Read further exception words, noting the unusual differences between spelling and sound, and where these occur in the word.
Weeks 3 and 4	Cloud Busting – Malorie Blackman	Resistant Text		
Weeks 5 and 6	Little Badman – Henry White and Humza Arshad	Diverse Text		

**Year 5 Autumn 1**

<b>Weeks</b>	<b>Text</b>	<b>Plague of Reading</b>	<b>Comprehension progression</b>	<b>Word reading progression</b>
Weeks 1 and 2	The Wonderful Wizard of Oz – L Frank Baum	Archaic Text	maintain positive attitudes to reading and understanding of I read by: <ul style="list-style-type: none"> <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> </ul> understand what I read by: <ul style="list-style-type: none"> <li>• making comparisons within and across books</li> <li>• checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>• asking questions to improve my 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>• 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> </ul>	Apply my growing knowledge of root words, prefixes and suffixes Read aloud and understand the meaning of new words that I meet.
Weeks 3 and 4	The Eagle in the Snow – Michael Morporgo	Non-linear Sequence		
Weeks 5 and 6	Once – Morris Glietzman	Narratively Complex		
Weeks 7 and 8	Anne Frank: Little Guide to Great Lives	Non-fiction History		

**Year 5 Autumn 2**

Weeks 1 and 2	Northern Lights – Philip Pullman	Figurative Text	maintain positive attitudes to reading and understanding of I read by: <ul style="list-style-type: none"> <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> </ul> recommending books that I have read to peers, giving reasons for choices <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> understand what I read by: <ul style="list-style-type: none"> <li>• making comparisons within and across books</li> <li>• checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>• asking questions to improve my 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>• 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> </ul>	Apply my growing knowledge of root words, prefixes and suffixes Read aloud and understand the meaning of new words that I meet.
Weeks 3 and 4	The Arrival – Shaun Tan	Resistant Text		
Weeks 5 and 6	Boy at the Back of the Class – Onjali Q. Rauf	Diverse Text		

**Year 6 Autumn 1**

<b>Weeks</b>	<b>Text</b>	<b>Plague of Reading</b>	<b>Comprehension progress</b>	<b>Word reading progress</b>
Weeks 1 and 2	Oliver Twist – Charles Dickens	Archaic Language	<ul style="list-style-type: none"> <li>• read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.</li> <li>• 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</li> <li>• can identify and discuss themes and conventions across a wide range of writing</li> </ul> understand what I read by: <ul style="list-style-type: none"> <li>• checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• discuss understanding of texts, including exploring meaning of words in context</li> <li>• summarise ideas drawn from more than one paragraphs, identifying key details</li> <li>• predict future events from details stated and implied</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• make book recommendations, giving reasons for choices</li> <li>• explain and discuss understanding of reading</li> <li>• provide reasoned justifications for views</li> </ul> Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> <li>• Understanding increasingly challenging texts</li> </ul>	Apply my growing knowledge of root words, prefixes and suffixes. Read aloud and understand the meaning of new words that I meet. Confidently read a wider range of challenging texts that are above chronological age with fluency and understanding.
Weeks 3 and 4	Holes – Louis Sachar	Non-linear Time Sequence		
Weeks 5 and 6	War Horse – Michael Morporgo	Narratively Complex		
Weeks 7 and 8	Meet the Ancient Egyptians – James Davies	Non-fiction History		

**Year 6 Autumn 2**

Weeks 1 and 2	The Girl of Ink and Stars – Kiran Millwood Hargrave	Figurative Text	<p><i>make comparisons within and across books.</i></p> <ul style="list-style-type: none"> <li>• read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.</li> <li>• 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</li> <li>• can identify and discuss themes and conventions across a wide range of writing</li> </ul> understand what I read by: <ul style="list-style-type: none"> <li>• checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• discuss understanding of texts, including exploring meaning of words in context</li> <li>• summarise ideas drawn from more than one paragraphs, identifying key details</li> <li>• predict future events from details stated and implied</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• make book recommendations, giving reasons for choices</li> <li>• <i>participate in discussions about books, building on and challenging ideas</i></li> <li>• explain and discuss understanding of reading</li> <li>• provide reasoned justifications for views</li> </ul> Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> <li>• Understanding increasingly challenging texts</li> </ul>	Apply my growing knowledge of root words, prefixes and suffixes. Read aloud and understand the meaning of new words that I meet. Confidently read a wider range of challenging texts that are above chronological age with fluency and understanding. <i>Use knowledge of morphology and etymology to read aloud and understand new words</i>
Weeks 3 and 4	A Monster Calls – Patrick Ness	Resistant Text		
Weeks 5 and 6	The Girl Who Stole an Elephant – Nizrana Farook	Diverse Text		

