

Year 3 Autumn 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
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"> • 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 understand what I have read independently by: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	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"> 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 <ul style="list-style-type: none"> some of these orally recognising some different forms of poetry e.g. free verse, narrative poetry understand what I have read independently by: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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	Bananas in my Ear – Michael Rosen	Resistant Text		
Weeks 5 and 6	Planet Omar – Zainab Mian	Diverse Text		

Year 4 Autumn 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
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"> • 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 • 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 • 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	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"> • 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 • 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	Cloud Busting – Malorie Blackman	Resistant Text		
Weeks 5 and 6	Little Badman – Henry White and Humza Arshad	Diverse Text		

Year 5 Autumn 1

Weeks	Text	Plague of Reading	Comprehension progression	Word reading progression
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"> • 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 understand what I read by: <ul style="list-style-type: none"> • making comparisons within and across books • 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 • 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 	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"> • 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 recommending books that I have read to peers, giving reasons for choices <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing understand what I read by: <ul style="list-style-type: none"> • making comparisons within and across books • 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 • 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 	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

Weeks	Text	Plague of Reading	Comprehension progress	Word reading progress
Weeks 1 and 2	Oliver Twist – Charles Dickens	Archaic Language	<ul style="list-style-type: none"> • read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions. • 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: <ul style="list-style-type: none"> • 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 • 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 • make book recommendations, giving reasons for choices • explain and discuss understanding of reading • provide reasoned justifications for views Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> • Understanding increasingly challenging texts 	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"> • read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions. • 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: <ul style="list-style-type: none"> • 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 • 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 • make book recommendations, giving reasons for choices • <i>participate in discussions about books, building on and challenging ideas</i> • explain and discuss understanding of reading • provide reasoned justifications for views Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> • Understanding increasingly challenging texts 	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		

