

understand both the books they can already read accurately and fluently and those they listen to by:
drawing on what they already know or on background information and vocabulary provided by the teacher
checking that the text makes sense to them as they read and correcting inaccurate reading
discussing the significance of the title and events
making inferences on the basis of what is being said and done
predicting what might happen on the basis of what has been read so far
participate in discussion about what is read to them, taking turns and listening to what others say
explain clearly their understanding of what is read to them

Year 1	Little Wandle- Review phase 3 and phase 4	Little Wandle- phase 5	Little Wandle- phase 5	Little Wandle- phase 5	Phonics Screening Check- no new graphemes or common exception words	Little Wandle- phase 5
Little Wandle books matched to children’s current phonic phase	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude /ee/ e-e these /oo/ /yoo/ ew chew /ee/ ie shield /or/ aw claw	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al /ch/ tch ture match adventure /ar/ al a half /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear /ur/ ear learn /r/ wr wrist /s/ st sc whistle /c/ ch school /sh/ ch chef /z/ ze freeze		/ai/ eigh aigh ey ea eight straight grey /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion /or/ augh our oar ore daughter pour
	Common Exception words	Common Exception words	Common Exception words	Common Exception words		
	the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye		

	Reading Spine Texts These texts are to be covered across the year and supplemented by books of the teachers' and pupils' choice as part of the reading for pleasure curriculum. Can't You Sleep Little Bear? by Martin Waddell The Tiger Who Came To Tea by Judith Kerr Who's Afraid of the Big Bad Book? by Lauren Child Lost and Found by Oliver Jeffers Where the Wild Things Are by Maurice Sendak Dogger by Shirley Hughes Billy and the Beast by Nadia Shireen Knuffle Bunny by Mo Willems The Elephant and the Bad Baby by Elfrida Vipont Elmer by David McKee Hair Love by Matthew A. Cherry Beegu by Alexis Deacon				
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Year 2 National Curriculum Requirements	
Breadth of Study	- Listen to traditional tales. - Listen to a range of texts. - Learn some poems by heart. - Become familiar with a wide range of texts of different lengths. - Discuss books. - Build up a repertoire of poems to recite. - Use the class and school libraries. - Listen to short novels over time.
Word Reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done answering and asking questions

predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2 Little Wandle fluency books matched to children's current phonic phase	Little Wandle-Phase 5 Review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our /ch/ ch tch ture /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u	Little Wandle Fluency books – Levels 1-10	Little Wandle Fluency books – Levels 1-10	Little Wandle Fluency books – Levels 1-10	Little Wandle Fluency books – Levels 1-10	Little Wandle Fluency books – Levels 1-10
	Reading Spine Texts These texts are to be covered across the year and supplemented by books of the teachers' and pupils' choice as part of the reading for pleasure curriculum. Not Now Bernard by David McKee Traction Man is Here by Mini Grey Emily Browne and the Thing by Cressida Cowell The Owl Who Was Afraid of the Dark by Jill Tomlinson The Hodgeheg by Dick King-Smith Amazing Grace by Mary Hoffman Meerkat Mail by Emily Gravett The Proudest Blue by Ibtihaj Muhammed The Giraffe, The Pelly and Me by Roald Dahl Flat Stanley by Jeff Brown Gorilla by Anthony Browne The Flower by John Light					

Year 3 and 4 National Curriculum Requirements

Breadth of Study

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Listen to and discuss a wide range of texts.
- Use the school and community libraries
- Learn poetry by heart.
- Read and listen to whole books

Word Reading

- apply growing knowledge of root words, prefixes and suffixes, listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- 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
 - 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 different forms of poetry
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them,
 - discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details, stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from nonfiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 3	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme)	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme)	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme)
	Genres covered include (to link with T4W) Fiction- character tales Poetry- list poems Non-Fiction- explanations Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible Key Skills Vocabulary (Content Domain 2a) - to work out the meaning of words in context - discuss words that capture the readers interest or imagination	Genres covered include (to link with T4W) Fiction- warning tales Poetry- shape poems Non-Fiction- reports and instructions Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible Key Skills Vocabulary (Content Domain 2a) - to use dictionaries, glossaries and indexes to check the meaning of words they have read - to work out the meaning of words in context - identify how language choices help build meaning	Genres covered include (to link with T4W) Fiction- portal stories Poetry- performance poems Non-Fiction- balanced arguments Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible Key Skills Vocabulary (Content Domain 2a) - to use dictionaries, glossaries and indexes to check the meaning of words they have read - identify how language choices help build meaning

	Inference (Content Domain 2d) -to infer characters' feelings, motives and thoughts based on descriptions and stated actions -to identify with characters and makes links with own experiences when making judgements about the characters' actions Prediction (Content Domain 2e) -to predict events/character behaviour on the basis of setting/character descriptions - use relevant prior knowledge to make predictions and justify them. Explain (Content Domain 2f,2g,2h) -to discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books -to identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts Retrieve (Content Domain 2b) -to use contents page and subheadings to locate information -to begin to use quotations from the text. -to retrieve and record information from a fiction and non-fiction texts. Summarise (Content Domain 2c) -to identify some of the main ideas drawn from more than one paragraph and summarise these in one or two sentences using key vocabulary from the text. -to retrieve and record information from non-fiction including extracting information from tables and charts -to begin to distinguish between the important and less important information in a text. -to give a brief verbal summary of a story. Home Readers are chosen based on individual assessment using PM Benchmarking texts.	Inference (Content Domain 2d) -to infer characters' feelings, motives and thoughts based on descriptions and stated actions - justify inferences by referencing a specific point in the text. Prediction (Content Domain 2e) -to predict events/character behaviour on the basis of setting/character descriptions -to justify predictions with evidence from the text. Explain (Content Domain 2f,2g,2h) -to discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books -to identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts -to recognise authorial choices and the purpose of these Retrieve (Content Domain 2b) -to use contents page and subheadings to locate information -to learn the skill of 'skim and scan' to retrieve details. -to begin to use quotations from the text. -to retrieve and record information from a fiction and non-fiction texts. Summarise (Content Domain 2c) -to identify some of the main ideas drawn from more than one paragraph and summarise these in one or two sentences using key vocabulary from the text. -to retrieve and record information from non-fiction including extracting information from tables and charts -to begin to distinguish between the important and less important information in a text. -to give a brief verbal summary of a story. -to identify themes from a wide range of books Home Readers are chosen based on individual assessment using PM Benchmarking texts.	Inference (Content Domain 2d) -to identify with characters and makes links with own experiences when making judgements about the characters' actions - justify inferences by referencing a specific point in the text. Prediction (Content Domain 2e) -to predict events/character behaviour on the basis of setting/character descriptions -to justify predictions with evidence from the text. - use relevant prior knowledge to make predictions and justify them. Explain (Content Domain 2f,2g,2h) -to discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books -to identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts -to recognise authorial choices and the purpose of these Retrieve (Content Domain 2b) -to learn the skill of 'skim and scan' to retrieve details. -to begin to use quotations from the text. -to retrieve and record information from a fiction and non-fiction texts. Summarise (Content Domain 2c) -to identify some of the main ideas drawn from more than one paragraph and summarise these in one or two sentences using key vocabulary from the text. -to retrieve and record information from non-fiction including extracting information from tables and charts -to begin to distinguish between the important and less important information in a text. -to give a brief verbal summary of a story. -to identify themes from a wide range of books -to make simple notes from one source of writing Home Readers are chosen based on individual assessment using PM Benchmarking texts.
	Reading Spine Texts These texts are to be covered across the year and supplemented by books of the teachers' and pupils' choice as part of the reading for pleasure curriculum. Anisha- Accidental Detective by Serena Patel The Wild Robot by Peter Brown The Boy Who Grew Dragons by Andy Shepherd		
Year 4	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme) Genres covered include (to link with T4W) Fiction- finding and losing tales Poetry- syllabic poems Non-Fiction- persuasive texts Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme) Genres covered include (to link with T4W) Fiction- defeating monster tales Poetry- imagery Non-Fiction- reports and instructions Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible	Whole Class Reading lessons using extracts of quality texts (taken from Ashley Booth scheme) Genres covered include (to link with T4W) Fiction- suspense tales Poetry- nonsense poems Non-Fiction- diaries and recounts Plus a range of picture books, classic and modern fiction, stories from other cultures, poetry, plays and song lyrics. Links to other curriculum areas and current events will be sought wherever possible

	Key Skills Vocabulary (Reading Domain 2a) -to explain the meaning of words in context -to discuss why words have been chosen and the effect these have on the reader Inference (Content Domain 2d) -to pull together clues from action, dialogue and description to infer meaning e.g. to infer characters' feelings and motives. -to consolidate the skill of justifying them using a specific reference point in the text Prediction (Content Domain 2e) -to predict on the basis of mood or atmosphere how a character will behave in a particular setting/what events might take place. -to make predictions with evidence from the text and with knowledge of wider reading Explain (Content Domain 2f,2g,2h) -to discuss words and phrases that capture the reader's interest and imagination -to identify how language, structure, and presentation contribute to meaning Retrieve (Content Domain 2b) -to confidently skim and scan texts to record details, -to use relevant quotes to support their answers to questions. -to retrieve and record information from a fiction or non-fiction text. Summarise (Content Domain 2c) -to be able to identify key information from text -to write a brief summary of main points, identifying and using important information. -to identify main ideas drawn from more than one paragraph. -to summarise whole paragraphs, chapters or texts Home Readers are chosen based on individual assessment using PM Benchmarking texts.	Key Skills Vocabulary (Reading Domain 2a) -to explain the meaning of words in context -to discuss why words have been chosen and the effect these have on the reader -to discuss new and unusual vocabulary and clarify the meaning of these Inference (Content Domain 2d) -to pull together clues from action, dialogue and description to infer meaning e.g. to infer characters' feelings and motives. -to consolidate the skill of justifying them using a specific reference point in the text -to use more than one piece of evidence to justify their answer Prediction (Content Domain 2e) -to predict on the basis of mood or atmosphere how a character will behave in a particular setting/what events might take place. -to make predictions with evidence from the text -to monitor these predictions and compare them with the text as they read on Explain (Content Domain 2f,2g,2h) -to discuss words and phrases that capture the reader's interest and imagination -to identify how language, structure, and presentation contribute to meaning -to recognise authorial choices and the purpose of these Retrieve (Content Domain 2b) -to confidently skim and scan texts to record details, -to use relevant quotes to support their answers to questions. -to retrieve and record information from a fiction or non-fiction text. Summarise (Content Domain 2c) -to write a brief summary of main points, identifying and using important information. -to identify main ideas drawn from more than one paragraph. -to identify themes from a wide range of books -to highlight key information and record it in bullet points, diagrams, maps etc Home Readers are chosen based on individual assessment using PM Benchmarking texts.	Key Skills Vocabulary (Reading Domain 2a) -to explain the meaning of words in context -to independently use a dictionary to check the meaning of words encountered in reading. -to discuss new and unusual vocabulary and clarify the meaning of these Inference (Content Domain 2d) -to pull together clues from action, dialogue and description to infer meaning e.g. to infer characters' feelings and motives. -to identify techniques used by the author to persuade the reader to feel sympathy or dislike. -to use more than one piece of evidence to justify their answer Prediction (Content Domain 2e) -to predict on the basis of mood or atmosphere how a character will behave in a particular setting/what events might take place. -to make predictions with with knowledge of wider reading -to monitor these predictions and compare them with the text as they read on Explain (Content Domain 2f,2g,2h) -to discuss words and phrases that capture the reader's interest and imagination -to identify how language, structure, and presentation contribute to meaning -to recognise authorial choices and the purpose of these Retrieve (Content Domain 2b) -to confidently skim and scan texts to record details, -to use relevant quotes to support their answers to questions. -to retrieve and record information from a fiction or non-fiction text. Summarise (Content Domain 2c) -to write a brief summary of main points, identifying and using important information. -to identify themes from a wide range of books -to summarise whole paragraphs, chapters or texts -to highlight key information and record it in a range of ways Home Readers are chosen based on individual assessment using PM Benchmarking texts.
	Reading Spine Texts These texts are to be covered across the year and supplemented by books of the teachers' and pupils' choice as part of the reading for pleasure curriculum. Varjak Paw by S.F Said The Land of Roar by Jenny McLachlan The Boy at the Back of the Class by Onjali Q.Rauf		