#### SUBJECT – Reading EYFS and KS1 Whole School Overview



Spring 2 Spring 1 Year Autumn 1 Autumn 2 Summer 1 Summer 2 group **EYFS** Incredible Me - Kathi Lighting a lamp: A Diwali Trip Trap Out of this World Oh how we grow Hooray for fish Traditional Tales Appelt story - Jonny Zucker Tyrannosaurus Drip Mad about minibeasts -Hooray for Fish - Lucy Daddy's Sandwich - Pip The Three Ninja Pigs -**Rumpus Pumpus** Hungry caterpillar -Cousins Jones and Laura Hughes Corey Rosen Schwartz Non-fiction space books Monkey puzzle -The Singing Mermaid -Spinderella -Rainbow Fish -Only One You - Linda Ninja Red Riding Hood -Kranz Corev Rosen Schwartz Spyder - Matt Carr Fish who could Wish -The Healthy Wolf -Superworm - Julia Commotion in the Ocean Donaldson Mister Seahorse -The Snail and the Whale -1 Stuck! Lost & Found Up, Up and Away 5 Go Wild **Growing Giants** Medieval Madness Stuck! -Major Glad, Major Dizzy The Ugly Five Jack and the Baked Clockwork Dragon Space Tortoise Beanstalk 2 Treasure Seekers All Aboard The Lighthouse Keepers **Dino Hunters** Fire. Fire Into the Deep Vlad and the Great Fire of Captain Flinn and the Polar Express -The Lighthouse Keepers Floatsam pirate dinosaurs, London Rescue smugglers bay. Swords and Sandals Rock and Roll Feathers and Scales Little Mosters Washed Ashore 3 KrindleKrax -The Creakers -The Usborne Official Stone Age Boy -The boy called Christmas Oliver and the Seawigs -How to wash a wooly Roman Soldier's Handbook mammoth Storms and Shipwrecks The Ice Oueen Inferno Invasion Let it grow Treason 4 The Devil and his boy The Mousehole Cat -The Lion. Witch and the The Firework Maker's Eyewitness Vikings (Non-The Lorax – Dr Suess Wardrobe Daughter fiction) Footprint in the sand Tales of the Unexpected 5 Clockwork Reach for the stars The Highwayman Keep Calm and Carry On The Red Pyramid – Rick Clockwork – Phillip The Usbourne Astronauts The Highwayman – Alfred Lion and the Unicorn -The Savage – David Riodan Pullman Handbook Noves Shirly Hughes Almond The invention of Hugo The Lady of Shallott -Once -Lost Thing – Shaun Tan Cabert -The Watertower -Same time different place We're all wonderful My Big Fat Greek Topic Wherefore Art Thou The Great War TBC 6 Wonder – RJ Who let the Gods out Romeo and Juliet War Horse – Michael At the same moment Morpurgo around the word -

#### EYFS

I can say a sound for more than 10 letters or groups of letters I can read words by blending sounds I know, with help from the teacher I can say a sound for more than 20 letters or groups of letters I can read short words by blending sounds I know I can read longer words by blending sounds I know I can read some common exception words

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	I can use letter sounds to work out and read new words	I can use letter sounds to work out and read new words	I can use letter sounds to work out and read new words	I can use letter sounds to work out and read new words	I can use letter sounds to work out and read new words	I can use letter sounds to work out and read new words
	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others
	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have	I can say a sound for more than 40 letters or groups of letters I can enjoy stories and	I can say a sound for more than 40 letters or groups of letters	I can say a sound for more than 40 letters or groups of letters	I can say a sound for more than 40 letters or groups of letters	I can say a sound for more than 40 letters or groups of letters
	experienced I can retell some of a story I know when being read to by an adult I can read new words correctly by blending	texts that I can read for myself or have had read to me which link to things I have experienced I can say quickly the sound of all the letters and letter groups	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can say quickly the sound of all the	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can say quickly the sound of all the	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can retell some of a story I know when	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can retell some of a story I know when
	the letter and letter group sounds I have been taught	I can retell some of a story I know when being read to by an adult	letters and letter groups I can retell some of a	letters and letter groups	being read to by an adult	being read to by an adult
	I can join in with words when I can guess what is coming next	I can read new words correctly by blending the letter and letter	story I know when being read to by an adult	I can retell some of a story I know when being read to by an adult	I can read new words correctly by blending the letter and letter group sounds I have been taught	I can read new words correctly by blending the letter and letter group sounds I have been taught

I can use what I have	group sounds I have	I can read new words	I can read new words	I can read new words	I can read new words
already read or heard,	been taught	correctly by blending	correctly by blending	correctly by blending	correctly by blending
or information a	-	the letter and letter	the letter and letter	the letter and letter	the letter and letter
teacher has given me,	I can read new words	group sounds I have	group sounds I have	group sounds I have	group sounds I have
to help me understand	correctly by blending	been taught	been taught	been taught	been taught
what I am reading	the letter and letter	-	_	_	
2	group sounds I have	I can read new words	I can read new words	I can read many	I can read many
I can read aloud books	been taught	correctly by blending	correctly by blending	common exception	common exception
that use letters and	J	the letter and letter	the letter and letter	words	words
letter groups I have	I can join in with words	group sounds I have	group sounds I have		
been taught	when I can guess what	been taught	been taught	I can enjoy reading key	I can enjoy reading key
5	is coming next	g	g	stories, fairy stories	stories, fairy stories
I can talk about the		I can join in with	I can read many	and traditional tales	and traditional tales
title and events in	I can use what I have	words when I can	common exception	because I know them	because I know them
books I have read or	already read or heard,	guess what is coming	words	well and can retell them	well and can retell them
heard	or information a	next	words	and comment on their	and comment on their
	teacher has given me,		Torrendomenda mode	special features	special features
I can use the sounds I	to help me understand	I can enjoy and	I can read words made	special real ares	special features
know to re-read books	what I am reading	understand rhymes	up of the letter sounds	I can read words made	<b>T</b>
more fluently and with	what I am reading	and poems, and can	I know and which have		I can read words made
more confidence	<b>-</b>		endings -s, -es, -in, -	up of the letter sounds I know and which have	up of the letter sounds
	I can read aloud books	recite some by heart	ed, and -est		I know and which have
I can say how the	that use letters and			endings -s, -es, -in, -ed,	endings -s, -es, -in, -ed,
characters might feel	letter groups I have	I can read many words	I can enjoy and	and -est	and -est
in a story I have read	been taught	quickly and accurately	understand rhymes	T and mand many mode	
or heard on the basis		without needing to	and poems, and can	I can read many words	I can read many words
of what is said and	I can talk about the	sound and blend words	recite some by heart	quickly and accurately	quickly and accurately
done	title and events in	I have seen before	I can read many words	without needing to	without needing to
uone	books I have read or	I can explain the	quickly and accurately	sound and blend words	sound and blend words
I can say what might	heard	meaning of words that	without needing to	I have seen before	I have seen before
happen next in a story	<b>—</b> –	I know and I can talk	sound and blend words	The second state of	
nuppen next in a story	I can use the sounds I	about the meaning of	I have seen before	I can explain the	I can explain the
I can take part in a	know to re-read books	new words, linking the		meaning of words that	meaning of words that
group talk about what	more fluently and with	meaning of new words	I can explain the	I know and I can talk	I know and I can talk
we have listened to. I	more confidence	to those I already	meaning of words that	about the meaning of	about the meaning of
take turns and listen to		know	I know and I can talk	new words, linking the	new words, linking the
what others have to	I can say how the		about the meaning of	meaning of new words	meaning of new words
	characters might feel	I can read words of	new words, linking the	to those I already know	to those I already know
say	in a story I have read	more than one syllable	meaning of new words		
	or heard on the basis	using sounds that I	to those I already	I can read words of	I can read words of
		have been taught	know	more than one syllable	more than one syllable
					•

I can explain clearly my	of what is said and			using sounds that I	using sounds that I
understanding of texts	done	I can use what I have	I can read words of	have been taught	have been taught
which have been read		already read or heard,	more than one syllable		
to me	I can say what might	or information a	using sounds that I	I can use what I have	I can use what I have
	happen next in a story	teacher has given me,	have been taught	already read or heard,	already read or heard
I can answer questions		to help me understand	5	or information a	or information a
in discussion with the	I can take part in a	what I am reading	I can use what I have	teacher has given me,	teacher has given me,
teacher and make	group talk about what	what 2 and cading	already read or heard,	to help me understand	to help me understand
simple inferences	we have listened to. I	I can read aloud books	or information a	what I am reading	what I am reading
	take turns and listen to	that use letters and	teacher has given me,	what 2 am roading	What 2 and 6 damig
	what others have to	letter groups I have	to help me understand	I can read words like	I can read words like
	say	been taught	what I am reading	I'm, I'll and we'll and	I'm, I'll and we'll and
	,			understand that the	understand that the
	I can explain clearly my	I can talk about the	I can usually spot if a	apostrophe represents	apostrophe represent
	understanding of texts	title and events in	word has been read	the missing letter or	the missing letter or
	which have been read	books I have read or	wrongly by following	letters	letters
	to me	heard	the sense of the text		
		neara		I can usually spot if a	I can usually spot if a
	I can answer questions	I can use the sounds I	I can read aloud books	word has been read	word has been read
	in discussion with the	know to re-read books	that use letters and	wrongly by following	wrongly by following
	teacher and make	more fluently and with	letter groups I have	the sense of the text	the sense of the text
	simple inferences	more confidence	been taught	The sense of the text	The sense of the text
				I can read aloud books	I can read aloud book
		I can say how the	I can talk about the	that use letters and	that use letters and
		, characters might feel	title and events in	letter groups I have	letter groups I have
		in a story I have read	books I have read or	been taught	been taught
		or heard on the basis	heard	2001 raught	200111019111
		of what is said and		I can talk about the	I can talk about the
		done	I can use the sounds I	title and events in	title and events in
			know to re-read books	books I have read or	books I have read or
		I can say what might	more fluently and with	heard	heard
		happen next in a story	more confidence		
				I can use the sounds I	I can use the sounds :
		I can take part in a	I can say how the	know to re-read books	know to re-read book
		group talk about what	characters might feel	more fluently and with	more fluently and wit
		we have listened to. I	in a story I have read	more confidence	more confidence
		take turns and listen	or heard on the basis		
		to what others have to	of what is said and	I can say how the	I can say how the
		say	done	characters might feel	characters might fee
				in a story I have read	in a story I have read

I can explain clearly	I can say what might	or heard on the basis	or heard on the basis
my understanding of	happen next in a story	of what is said and	of what is said and
texts which have been		done	done
read to me	I can take part in a		
	group talk about what	I can say what might	I can say what might
I can answer questions	we have listened to. I	happen next in a story	happen next in a story
in discussion with the	take turns and listen		
teacher and make	to what others have to	I can take part in a	I can take part in a
simple inferences	say	group talk about what	group talk about what
		we have listened to. I	we have listened to. I
	I can explain clearly	take turns and listen to	take turns and listen t
	my understanding of	what others have to	what others have to
	texts which have been	say	say
	read to me		
		I can explain clearly my	I can explain clearly m
	I can answer questions	understanding of texts	understanding of texts
	in discussion with the	which have been read	which have been read
	teacher and make	to me	to me
	simple inferences		
		I can answer questions	I can answer questions
		in discussion with the	in discussion with the
		teacher and make	teacher and make
		simple inferences	simple inferences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do	I can say what might happen next in a story	I can read and blend all sounds I have been	I can read and blend all sounds I have been	I can read and blend all sounds I have been	I can read and blend all sounds I have been	I can read and blend all sounds I have been
statements	based on what has happened so far	taught	taught	taught	taught	taught
	I can enjoy reading and discussing the order of events in books and how items of	I can recognise alternative sounds for letters or groups of letters	I can recognise alternative sounds for letters or groups of letters	I can recognise alternative sounds for letters or groups of letters	I can recognise alternative sounds for letters or groups of letters	I can recognise alternative sounds for letters or groups of letters
	information are related I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new	I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes	I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes	I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes	I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes	I can read words of two or more syllables that contain sounds I have been taught I can read words containing common suffixes
	words to those I already know	I can use what I have already read or heard,	I can use what I have already read or heard,	I can use what I have already read or heard,	I can use what I have already read or heard,	I can use what I have already read or heard,
	I can ask and answer questions about the books or stories I am reading and make links	or from the information a teacher has given me, to help me understand what I am reading	or from the information a teacher has given me, to help me understand what I am reading	or from the information a teacher has given me, to help me understand what I am reading	or from the information a teacher has given me, to help me understand what I am reading	or from the information a teacher has given me, to help me understand what I am reading
	I can use the sounds I know to decode words automatically and my reading is fluent	I can re-read books sounding out new words correctly to improve my speed and confidence	I can re-read books sounding out new words correctly to improve my speed and confidence	I can re-read books sounding out new words correctly to improve my speed and confidence	I can re-read books sounding out new words correctly to improve my speed and confidence	I can re-read books sounding out new words correctly to improve my speed and confidence
	I can read most words quickly and accurately without needing to sound and blend words I have seen before	I can say how the characters might feel in a story I have read or heard on the basis of what is said and	I can say how the characters might feel in a story I have read or heard on the basis of what is said and	I can say how the characters might feel in a story I have read or heard on the basis of what is said and	I can say how the characters might feel in a story I have read or heard on the basis of what is said and	I can say how the characters might feel in a story I have read or heard on the basis of what is said and

I can read aloud books	done and answer				
within my reading level, without making many	questions	questions	questions	questions	questions
errors and sounding	I can say how the				
out new words without	characters might feel				
long pauses	in a story I am reading				
51	on my own on the basis				
I can take part in a	of what is said and				
group talk about what	done	done	done	done	done
we have listened to. I					
take turns and listen to	I can say what might				
what others have to	happen next in a story				
say	based on what has				
/	happened so far				
I can talk about my					
favourite words and	I can enjoy reading and	I can enjoy reading	I can enjoy reading	I can enjoy reading and	I can enjoy reading and
phrases	discussing the order of	and discussing the	and discussing the	discussing the order of	discussing the order o
·	events in books and	order of events in	order of events in	events in books and	events in books and
I can explain what I	how items of	books and how items	books and how items	how items of	how items of
think about books,	information are related	of information are	of information are	information are related	information are relate
poems and other		related	related		
material that I have	I can explain the			I can explain the	I can explain the
read or heard	meaning of words that	I can explain the	I can explain the	meaning of words that	meaning of words that
	I know and I can ask	meaning of words that	meaning of words that	I know and I can ask	I know and I can ask
	about the meaning of	I know and I can ask	I know and I can ask	about the meaning of	about the meaning of
I can explain what has	new words. I can link	about the meaning of	about the meaning of	new words. I can link	new words. I can link
happened so far in	the meaning of new	new words. I can link	new words. I can link	the meaning of new	the meaning of new
what I have read	words to those I	the meaning of new	the meaning of new	words to those I	words to those I
	already know	words to those I	words to those I	already know	already know
I can enjoy and		already know	already know		
understand books by	I can ask and answer			I can ask and answer	I can ask and answer
listening and talking	questions about the	I can ask and answer	I can ask and answer	questions about the	questions about the
about and expressing	books or stories I am	questions about the	questions about the	books or stories I am	books or stories I am
my views on poems,	reading and make links	books or stories I am	books or stories I am	reading and make links	reading and make links
stories and non-fiction	reading and make mike	reading and make links	reading and make links	reading and make mike	reading and make mixs
texts that I can't read	I can use the sounds I		i caung and make miks	I can use the sounds I	I can use the sounds I
myself	know to decode words	I can use the sounds I	I can use the sounds I	know to decode words	know to decode words
inysen	automatically and my	know to decode words	know to decode words	automatically and my	automatically and my
I can enjoy reading by	reading is fluent	automatically and my	automatically and my	reading is fluent	reading is fluent
knowing a wider range		reading is fluent	reading is fluent		reading is fluent
 Knowing a wraer runge		reduing is fluent	reading is rideni		l

of stories, fairy	I can read most words			I can read most words	I can read most words
stories and traditional	quickly and accurately	I can read most words	I can read most words	quickly and accurately	quickly and accurately
tales and I can retell	without needing to	quickly and accurately	quickly and accurately	without needing to	without needing to
them to others	sound and blend words	without needing to	without needing to	sound and blend words	sound and blend words
	I have seen before	sound and blend words	sound and blend words	I have seen before	I have seen before
I can enjoy reading by		I have seen before	I have seen before		
recognising repeated	I can read aloud books			I can read aloud books	I can read aloud books
themes and ideas in	within my reading level,	I can read aloud books	I can read aloud books	within my reading level,	within my reading level,
stories and poems	without making many	within my reading	within my reading	without making many	without making many
	errors and sounding	level, without making	level, without making	errors and sounding out	errors and sounding out
I can enjoy reading	out new words without	many errors and	many errors and	new words without long	new words without long
poems and know some	long pauses	, sounding out new	, sounding out new	pauses	pauses
off by heart. I can say	51	words without long	words without long		
what I like and don't	I can take part in a	pauses	pauses	I can take part in a	I can take part in a
like about a poem. I can	group talk about what		•	group talk about what	group talk about what
change my voice when	we have listened to. I	I can take part in a	I can take part in a	we have listened to. I	we have listened to. I
reading a poem to make	take turns and listen to	group talk about what	, group talk about what	take turns and listen to	take turns and listen to
it clearer	what others have to	we have listened to. I	we have listened to. I	what others have to	what others have to
	say	take turns and listen	take turns and listen	say	say
	/	to what others have to	to what others have to	,	,
	I can talk about my	say	say	I can talk about my	I can talk about my
	favourite words and	1	1	favourite words and	favourite words and
		T can talk chart my	I can talk about my		
	phrases	I can talk about my favourite words and	favourite words and	phrases	phrases
	T con evalein whet T			T con evalein what T	T con cuplein what T
	I can explain what I	phrases	phrases	I can explain what I think about books,	I can explain what I
	think about books, poems and other	T con evalein what T	T can avalain what T	poems and other	think about books, poems and other
	•	I can explain what I	I can explain what I	material that I have	material that I have
	material that I have	think about books, poems and other	think about books, poems and other		read or heard
	read or heard	material that I have	material that I have	read or heard	read or heard
	T and a minimum to the state of	read or heard	read or heard	T and any later of the state of	T and a minim where here
	I can explain what has			I can explain what has	I can explain what has
	happened so far in	The second states where the second states is a second state of the second states and states an	Theorem is a second at the second	happened so far in what	happened so far in what
	what I have read	I can explain what has	I can explain what has	I have read	I have read
	T and antique and	happened so far in	happened so far in	T and autors and	T ann an ion an d
	I can enjoy and	what I have read	what I have read	I can enjoy and	I can enjoy and
	understand books by	<b>T</b>	T	understand books by	understand books by
	listening and talking	I can enjoy and	I can enjoy and	listening and talking	listening and talking
	about and expressing	understand books by	understand books by	about and expressing	about and expressing
	my views on poems,	listening and talking	listening and talking	my views on poems,	my views on poems,

stories and non-fiction texts that I can't read myself I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others I can enjoy reading by recognising repeated themes and ideas in stories and poems I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer	about and expressing my views on poems, stories and non-fiction texts that I can't read myself I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others I can enjoy reading by recognising repeated themes and ideas in stories and poems I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer	about and expressing my views on poems, stories and non-fiction texts that I can't read myself I can read further common exception words and see where the sounds do not match I can spot if a word has been read wrongly by following the sense of the text I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others I can enjoy reading by recognising repeated themes and ideas in stories and poems	stories and non-fiction texts that I can't read myself I can read further common exception words and see where the sounds do not match I can spot if a word has been read wrongly by following the sense of the text I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others I can enjoy reading by recognising repeated themes and ideas in stories and poems I can enjoy reading	stories and non-fiction texts that I can't read myself I can read further common exception words and see where the sounds do not match I can spot if a word has been read wrongly by following the sense of the text I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others I can enjoy reading by recognising repeated themes and ideas in stories and poems I can enjoy reading
reading a poem to make	like about a poem. I can change my voice when reading a poem	them to others I can enjoy reading by recognising repeated themes and ideas in	I can enjoy reading by recognising repeated themes and ideas in stories and poems	I can enjoy reading by recognising repeated themes and ideas in stories and poems

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do	I can work out what a	I can predict what	I can tell someone	I can ask questions	I can predict what	I can predict what
statements	character in a book is	might happen from	about the main ideas in	about the texts that I	might happen from	might happen from
statements	feeling by the actions	clues in what I have	a paragraph	have read to help me	clues in what I have	clues in what I have
	they take and can	read		understand them	read	read
	explain how I know.		I can work out what a			
		I can work out what a	character in a book is	I can predict what	I can tell someone	I can understand what
	I can tell someone	character in a book is	feeling by the actions	might happen from	about the main ideas in	I have read, checking
	about the main ideas in	feeling by the actions	they take and can	clues in what I have	a paragraph	that it makes sense by
	a paragraph	they take and can	explain how I know	read		talking to others about
		explain how I know			I can work out what a	it
	I can predict what		I can predict what	I can work out what a	character in a book is	
	might happen from	I can understand what	might happen from	character in a book is	feeling by the actions	I can work out what a
	clues in what I have	I have read, checking	clues in what I have	feeling by the actions	they take and can	character in a book is
	read	that it makes sense by	read	they take and can	explain how I know	feeling by the actions
		talking to others about		explain how I know		they take and can
	I can understand what	it.	I can ask questions	•	I can understand what	explain how I know
	I have read, checking		about the texts that I	I can tell someone	I have read, checking	
	that it makes sense by	I can tell you what a	have read to help me	about the main ideas in	that it makes sense by	I can tell you what a
	talking to others about	book that I am reading	understand them	a paragraph	talking to others about	book that I am reading
	it	is about			it	is about
			I can understand what	I can tell you what a		
	I can tell you what a	I can tell someone	I have read, checking	book that I am reading	I can read further	I can tell someone
	book that I am reading	about the main ideas in	that it makes sense by	is about	exception words	about the main ideas in
	is about	a paragraph	talking to others about		including words that do	a paragraph
			it	I can read further	not follow spelling	1 5 1
	I can ask questions	I can ask questions		exception words	patterns	I can ask questions
	about the texts that I	about the texts that I	I can read further	including words that		about the texts that I
	have read to help me	have read to help me	exception words	do not follow spelling	I can make reading fun	have read to help me
	understand them	understand them	including words that	patterns	by listening to and	understand them
			do not follow spelling	F	discussing stories,	
	I can read aloud poems	I can read further	patterns	I can make reading fun	poems, plays and non-	I can read further
	and perform play	exception words		by listening to and	fiction work	exception words
	scripts	including words that do	I can make reading fun	discussing stories,		including words that do
		not follow spelling	by listening to and	poems, plays and non-	I can discuss words in	not follow spelling
	I can use my knowledge	patterns	discussing stories,	fiction work	the books that I read	patterns
	of root words ,	F=			that excite me	F

prefixes (including	I can make reading fun	poems, plays and non-	I can read aloud poems	I can make reading fun
dis-, mis-, il-, im-, ir-)	by listening to and	fiction work	and perform play	by listening to and
and suffixes (including	discussing stories,		scripts	discussing stories,
-ly) to help me read	poems, plays and non-	I can read aloud poems		poems, plays and non-
aloud and to	fiction work	and perform play	I can discuss words in	fiction work
understand the		scripts	the books that I read	
meaning of new words	I can discuss words in		that excite me	I can discuss words in
	the books that I read	I can discuss words in		the books that I read
I can read further	that excite me	the books that I read		that excite me
exception words		that excite me		
including words that do	I can say how a text is			I can use non-fiction
not follow spelling	organised to help me	I can talk about books		texts to find out
patterns	understand it using	and poems and I can		information on a
Partonio	paragraphs, headings,	take turns in telling		subject
I can make reading fun	subheadings and	people about them		
by listening to and	inverted commas to	people about ment		
discussing stories,	show speech			
poems, plays and non-	show speech			
fiction work				
TICTION WORK				
I can show that I enjoy				
reading by reading lots				
of different types of				
books				
I can read a wide range				
of books including fairy				
stories, myths and				
legends and retell some				
of them to others				
I can discuss words in				
the books that I read				
that excite me				
I can say how a text is				
organised to help me				
understand it using				
5				
paragraphs, headings,				
 subheadings and				

inverted commas to
show speech
I can use non-fiction
texts to find out
information on a
subject

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do	I can predict what will	I can predict what will	I can predict what will	I can show that I	I can predict what will	I can predict what will
statements	happen in a text using	happen in a text using	happen in a text using	enjoy reading by	happen in a text using	happen in a text using
Statements	details I have already	details I have already	details I have already	reading a wide range	details I have already	details I have already
	read to help me.	read to help me	read to help me	of fiction, poetry,	read to help me	read to help me
				plays, non-fiction and		
	I can tell from what I	I can join in a clear	I can show that I	reference books or	I can show that I enjoy	I can read and decode
	have read how a	reasoned discussion	enjoy reading by	textbooks	reading by reading a	further exception
	character is feeling	about the books and	reading lots of		wide range of fiction,	words accurately
	and thinking and why	poems that I have read	different types of	I can read a wide	poetry, plays, non-	including words that do
	they take an action. I	taking turns and	books and for	range of books, fairy	fiction and reference	not follow spelling
	can show you the parts	listening to others	different reasons	stories, myths and	books or textbooks	patterns
	of the text that tell	-		legends and retell		
	me this	I can tell from what I	I can tell from what I	some of them to	I can show that I enjoy	I can tell from what I
		have read how a	have read how a	others.	reading by reading lots	have read how a
	I can ask questions	character is feeling	character is feeling		of different types of	character is feeling and
	about what I have read	and thinking and why	and thinking and why	I can find and record	books and for	thinking and why they
	to help me understand	they take an action. I	they take an action. I	information from non-	different reasons.	take an action. I can
	a complicated text	can show you the parts	can show you the parts	fiction texts over a		show you the parts of
		of the text that tell	of the text that tell	wide range of subjects	I can check what I	the text that tell me
	I can join in a clear	me this	me this		have read and that I	this
	reasoned discussion			I can use my	have understood it by	
	about the books and	I can check what I	I can join in a clear	understanding of root	telling someone else	I can check what I
	poems that I have read	have read and that I	reasoned discussion	words, prefixes	what has happened	have read and that I
	taking turns and	have understood it by	about the books and	(including re- , sub-,		have understood it by
	listening to others	telling someone else	poems that I have	inter-, super-, anti-,	I can ask questions	telling someone else
	2	what has happened	read taking turns and	auto-) and suffixes	about what I have read	what has happened.
	I can use a dictionary		listening to others	(including -ation, -ous)	to help me understand	
	to check the meaning	I can ask guestions	5	to help me understand	a complicated text	I can discuss words and
	of words	about what I have read	I can summarise what	the meaning of new	1	phrases in the books
		to help me understand	has happened in a text	words	I can use a dictionary	that I read that excite
	I can read and decode	a complicated text	using themes from		to check the meaning	me
	further exception		paragraphs to help me	I can join in a clear	of words	
	words accurately	I can summarise what		reasoned discussion		I can discuss different
	including words that do	has happened in a text	I can discuss words	about the books and	I can read a wide range	types of poetry e.g.
	not follow spelling	using themes from	and phrases in the	poems that I have	of books, fairy stories,	free verse and
	patterns.	paragraphs to help me	1		myths and legends and	narrative poetry

		books that I read that	read taking turns and	retell some of them to	
I can summarise what	I can discuss different	excite me	listening to others	others	I can summarise what
has happened in a text	types of poetry e.g.				has happened in a text
using themes from	free verse and			I can tell from what I	using themes from
paragraphs to help me	narrative poetry			have read how a	paragraphs to help me
				character is feeling and	
I can discuss words				thinking and why they	I can show that I enjoy
and phrases in the				take an action. I can	reading by reading a
books that I read that				show you the parts of	wide range of fiction,
excite me				the text that tell me	poetry, plays, non-
				this.	fiction and reference
					books or textbooks
				I can discuss different	
				types of poetry e.g.	I can show that I enjoy
				free verse and	reading by reading lots
				narrative poetry	of different types of
					books and for
				I can understand how	different reasons
				the use of words in a	
				text, how it is set out	I can read a wide range
				and its presentation	of books, fairy stories,
				add to its meaning	myths and legends and
					retell some of them to
				I can discuss words and	others
				phrases in the books	
				that I read that excite	I can ask questions
				me	about what I have read
					to help me understand
					a complicated text
					I can understand how
					the use of words in a
					text, how it is set out
					and its presentation
					add to its meaning
					I can identify themes
					and conventions in a
					wide range of books
 	L				Wide Punge of Doors

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	I can read aloud and understand the meaning of at least half of the words on	I can read aloud and understand the meaning of at least half of the words on	I can read aloud and understand the meaning of at least half of the words on	I can read aloud and understand the meaning of at least half of the words on	I can read aloud and understand the meaning of at least half of the words on the Year 5/6	I can read aloud and understand the meaning of at least half of the words on the Year 5/6
	the Year 5/6 list	the Year 5/6 list	the Year 5/6 list	the Year 5/6 list	list	list
	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the	I can predict what might happen in increasingly complex texts by using evidence from the text	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from	I can predict what might happen in increasingly complex texts by using evidence from the text	I can predict what might happen in increasingly complex texts by using evidence from the text	I can predict what might happen in increasingly complex texts by using evidence from the text
	I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	the text I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text
	I can ask sensible and interesting questions about the texts to help me understand them more	I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context	context I can write or give a detailed book review including reasons why I would recommend the book	I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context	I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context	I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context
	I can talk about why authors use language, including figurative language, and the impact it has on the reader	I can ask sensible and interesting questions about the texts to help me understand them more I can talk about why	I can ask sensible and interesting questions about the texts to help me understand them more	I can ask sensible and interesting questions about the texts to help me understand them more	I can write or give a detailed book review including reasons why I would recommend the book I can ask sensible and	I can write or give a detailed book review including reasons why I would recommend the book I can ask sensible and
		authors use language,			interesting questions	interesting questions

I can write or give a	including figurative	I can discuss and	I can talk about why	about the texts to help	about the texts to help
detailed book review	language, and the	compare events,	authors use language,	me understand them	me understand them
including reasons why I	impact it has on the	structures, issues,	including figurative	more	more
would recommend the	reader	characters and plots	language, and the	more	nore
book		of stories, poems and	impact it has on the		I can talk about why
book	I can write or give a	information texts	reader	I can discuss and	authors use language,
	detailed book review			compare events,	including figurative
I can discuss and	including reasons why I	I can read, enjoy,	I can write or give a	structures, issues,	language, and the
compare events,	would recommend the	understand and	detailed book review	characters and plots of	impact it has on the
structures, issues,	book	discuss an increasingly	including reasons why	stories, poems and	reader
characters and plots of		wide range of fiction,	I would recommend	information texts	
stories, poems and	I can discuss and	poetry, plays, non-	the book		
information texts	compare events,	fiction and reference		I can read, enjoy,	I can discuss and
	structures, issues,	books or textbooks		understand and discuss	compare events,
I can discuss and	characters and plots of		I can discuss and	an increasingly wide	structures, issues,
compare events, issues	stories, poems and	I can prepare poems	compare events,	range of fiction,	characters and plots of
and characters within a	information texts	and plays to read aloud	structures, issues,	poetry, plays, non-	stories, poems and
book		and perform. I can	characters and plots	fiction and reference	information texts
	I can read, enjoy,	change my voice to	of stories, poems and	books or textbooks	
I can tell the	understand and discuss	make them sound more	information texts		I can read, enjoy,
difference between	an increasingly wide	interesting to listen to		I can read, enjoy and	understand and discuss
statements of fact and	range of fiction,	and make the meaning	I can read, enjoy,	understand a wide	an increasingly wide
opinion	poetry, plays, non-	clear	understand and	range of books,	range of fiction,
	fiction and reference		discuss an increasingly	including myths,	poetry, plays, non-
I can participate in	books or textbooks	I can tell the	wide range of fiction,	legends and traditional	fiction and reference
discussions about		difference between	poetry, plays, non-	stories, modern fiction,	books or textbooks
books that are read to	I can discuss and	statements of fact	fiction and reference	fiction from the past	
me and those that I	compare events, issues	and opinion	books or textbooks	and books from other	I can read, enjoy and
can read, building on	and characters within a			cultures or traditions	understand a wide
my own and others'	book	I can find and write	I can discuss and		range of books,
ideas and challenging		down facts and	compare events, issues	I can discuss and	including myths,
views courteously	I can prepare poems	information from non-	and characters within	compare events, issues	legends and traditional
	and plays to read aloud	fiction texts	a book	and characters within a	stories, modern fiction,
	and perform. I can			book	fiction from the past
	change my voice to	I can participate in	I can prepare poems		and books from other
	make them sound more	discussions about	and plays to read aloud	I can tell the	cultures or traditions
	interesting to listen to	books that are read to	and perform. I can	difference between	
	and make the meaning	me and those that I	change my voice to	statements of fact and	I can discuss and
	clear	can read, building on	make them sound more	opinion	compare events, issues
		my own and others'	interesting to listen to		

I can tell the	ideas and challenging	and make the meaning	I can find and write	and characters within a
difference between	views courteously	clear	down facts and	book
statements of fact and			information from non-	
opinion		I can tell the	fiction texts	I can tell the
		difference between		difference between
I can participate in		statements of fact	I can participate in	statements of fact and
discussions about		and opinion	discussions about books	opinion
books that are read to			that are read to me and	
me and those that I		I can participate in	those that I can read,	I can participate in
can read, building on		discussions about	building on my own and	discussions about books
my own and others'		books that are read to	others' ideas and	that are read to me and
ideas and challenging		me and those that I	challenging views	those that I can read,
views courteously		can read, building on	courteously	building on my own and
		my own and others'		others' ideas and
		ideas and challenging	I can talk about why	challenging views
		views courteously	authors use language,	courteously
			including figurative	
			language, and the	
			impact it has on the	
			reader	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do	I can read aloud and	I can read aloud and	I can read aloud and	I can read aloud and	I can read aloud and	I can read aloud and
statements	understand the	understand the	understand the	understand the	understand the meaning	understand the meaning
SIGIEITIETIIS	meaning of the words	meaning of the words	meaning of the words	meaning of the words	of the words on the	of the words on the
	on the Year 5/6 list	on the Year 5/6 list	on the Year 5/6 list	on the Year 5/6 list	Year 5/6 list	Year 5/6 list
	I can discuss ideas,	I can read, enjoy,	I can discuss ideas,	I can read, enjoy,	I can discuss ideas,	I can read, enjoy and
	events, structures,	understand and discuss	events, structures,	understand and	events, structures,	understand a wide
	issues, characters and	books that are written	issues, characters and	discuss books that are	issues, characters and	range of books,
	plots of the texts	by different authors,	plots of the texts	written by different	plots of the texts	including from our
	across a wide range of	in different styles. I	across a wide range of	authors, in different	across a wide range of	literary heritage and
	writing	can read books that	writing	styles. I can read	writing	books from other
		are structured in		books that are		cultures and traditions
	I can discuss and	different ways for	I can discuss and	structured in	I can read, understand	
	compare themes,	different purposes e.g.	compare themes,	different ways for	and learn from a wide	I can discuss ideas,
	structures, issues,	for fun or research	structures, issues,	different purposes e.g.	range of poetry and can	events, structures,
	characters and plots		characters and plots	for fun or research	learn longer poems by	issues, characters and
	within a book and	I can read, enjoy and	within a book and		heart	plots of the texts
	between different	understand a wide	between different	I can discuss ideas,		across a wide range of
	books	range of books,	books	events, structures,	I can read whole books,	writing
		including from our		issues, characters and	including novels, with	
	I can read whole books,	literary heritage and	I can read, understand	plots of the texts	confidence	I can discuss and
	including novels, with	books from other	and learn from a wide	across a wide range of		compare themes,
	confidence	cultures and traditions	range of poetry and	writing	I can understand how	structures, issues,
			can learn longer poems		language, structure and	characters and plots
	I can understand how	I can discuss ideas,	by heart	I can read whole	presentation contribute	within a book and
	language, structure and	events, structures,	I can read whole	books, including novels,	to meaning of a text	between different
	presentation	issues, characters and	books, including novels,	with confidence		books
	contribute to meaning	plots of the texts	with confidence		I can talk about how	
	of a text	across a wide range of		I can understand how	authors use language,	I can read whole books,
		writing	I can understand how	language, structure	including figurative	including novels, with
	I can participate in		language, structure	and presentation	language and the	confidence
	discussions about	I can discuss and	and presentation	contribute to meaning	impact it has on the	
	books that are read to	compare themes,	contribute to meaning	of a text	reader	I can understand how
	me and those that I	structures, issues,	of a text			language, structure and
	can read, building on	characters and plots		I can talk about how	I can participate in	presentation contribute
	my own and others'	within a book and		authors use language,	discussions about books	to meaning of a text

ideas and challenging	between different	I can talk about how	including figurative	that are read to me and	
views courteously and	books	authors use language,	language and the	those that I can read,	I can talk about how
with clear reasoning		including figurative	impact it has on the	building on my own and	authors use language,
	I can read whole books,	language and the	reader	others' ideas and	including figurative
I can show my	including novels, with	impact it has on the		challenging views	language and the
understanding of texts and poems in	confidence	reader	I can participate in discussions about	courteously and with clear reasoning	impact it has on the reader
presentations and	I can understand how	I can participate in	books that are read to		
debates and can	language, structure and	discussions about	me and those that I	I can fully explain my	I can participate in
present information	presentation	books that are read to	can read, building on	views with reasons and	discussions about books
using notes I have	contribute to meaning	me and those that I	my own and others'	evidence from the text	that are read to me and
created to help me	of a text	can read, building on	ideas and challenging		those that I can read,
focus on the topic in		my own and others'	views courteously and		building on my own and
my presentation	I can participate in	ideas and challenging	with clear reasoning		others' ideas and
	discussions about	views courteously and			challenging views
I can fully explain my	books that are read to	with clear reasoning	I can show my		courteously and with
views with reasons and	me and those that I	<b>T</b>	understanding of texts		clear reasoning
evidence from the text	can read, building on	I can fully explain my	and poems in		T CH SIS
	my own and others'	views with reasons and evidence from the	presentations and debates and can		I can fully explain my views with reasons and
	ideas and challenging				evidence from the text
	views courteously and with clear reasoning	text	present information using notes I have		evidence from the text
	with clear reasoning		created to help me		
	I can fully explain my		focus on the topic in		
	views with reasons and		my presentation		
	evidence from the text				
			I can fully explain my		
			views with reasons and		
			evidence from the		
			text		