

*Bishop Cornish CE VA Primary School*  
*Literacy - reading*  
*Progression Map*



At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

**Ultimately our curriculum is intended to:**

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

# How do we support and assess reading at our school?

<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<ul style="list-style-type: none"> <li>Children are assessed on entry via baseline assessment and a RWI phonological assessment. This is updated every half term.</li> <li>Children take home an appropriate reading book based on their phonological awareness and level. These may be decodable books or initially books with no words. These are changed twice a week.</li> <li>Regular daily phonics is taught.</li> <li>Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file or on tapestry.</li> <li>Children are read to everyday by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Children are assessed using RWI phonological assessment. This is updated every half term.</li> <li>Children take home an appropriate reading book based on their phonological awareness and level. These are from our RWI scheme, although children may read parallel books if certain skills need to be reinforced. These are changed twice a week.</li> <li>If children complete the RWI scheme they will then progress onto AR reader..</li> <li>Regular daily phonics is taught.</li> <li>Daily guided reading is in place from after October half term.</li> <li>Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file.</li> <li>Children are read to everyday by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Children are assessed using RWI phonological assessment. This is updated every half term.</li> <li>Children take home an appropriate RWI reading books based on their phonological awareness and level, although children may read parallel books if certain skills need to be reinforced. These are changed twice a week.</li> <li>After the RWI scheme they will then progress onto AR reader. Star reader tests are taken half termly. Teachers will use data from AR to help plan for reading next steps</li> <li>Regular daily phonics is taught.</li> <li>Daily guided reading is in place.</li> <li>Interventions are in place for those children requiring extra support and these are detailed in the class intervention file.</li> <li>Children are read to everyday by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>If needed children are assessed using RWI phonological assessment. This is updated every half term. Daily phonics will be taught for those children who need it.</li> <li>Most children will now use AR reader and will be encouraged to quiz on a regular basis.</li> <li>Children who need to will still access the RWI books as determined by their phonics level.</li> <li>Star reader tests will be taken at the beginning of each year and then at the end of each half term.</li> <li>Teachers will use data from AR to help plan for reading next steps.</li> <li>Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file.</li> <li>Guided or whole class reading sessions on a daily basis.</li> <li>Children are read to everyday by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>If needed children are assessed using RWI phonological assessment. This is updated every half term. Daily phonics will be taught for those children who need it.</li> <li>Most children will now use AR reader and will be encouraged to quiz on a regular basis.</li> <li>Star reader tests will be taken at the beginning of each year and then at the end of each half term.</li> <li>Teachers will use data from AR to help plan for reading next steps.</li> <li>Children who need to will still access the RWI books as determined by their phonics level.</li> <li>Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file.</li> <li>Guided or whole class reading sessions on a daily basis.</li> <li>Children are read to everyday by the class teacher.</li> </ul>		

## Reading - Word level

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b><u>Phonics</u></b> <b><u>and</u></b> <b><u>decoding</u></b></p> <p><u>We use the RWInc scheme as our validated phonics scheme</u></p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognize words with the same initial sound, such as money and mother</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the grapheme phoneme correspondence (GPCs) that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Common exception words</u>	<p>Read a few common exception words from the appropriate Read, write inc phonics level for the children</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To be able to read the appropriate exception words from the appropriate read, write inc level for the children.</p>	<p>To read most Year 1 and Year 2 common exception words as detailed in spelling appendix to the national curriculum., noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To begin Year 2 RWInc spelling programme</p>	<p>To read all Y3/Y4 exception words as detailed in spelling appendix to the national curriculum, discussing the unusual correspondences between spelling and these occur in the word</p> <p>RWinc spelling programme will be followed</p>			<p>To read most Y5/ Y6 exception words as detailed in spelling appendix to the national curriculum, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>RWinc spelling programme will be followed</p>

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	<b>Three and Four-Year-Olds</b> <b>Reception</b> <b>Early Learning Goals</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Fluency</u></b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p><i>Children who have not achieved the required fluency level will continue working on the skills from Key stage 2 and will be identified within the class intervention file</i></p>			

## Reading - Comprehension

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	<b>Three and Four-Year-Olds</b> <b>Reception</b> <b>Early Learning Goals</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u><b>Understanding and correcting inaccuracies</b></u>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To check that a text makes sense to them as they read and to self-correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	To continue to work on the skills from key stage 1. Reinforcing and developing greater depth skills for all children.			

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Comparing, contrasting and commenting</u>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond that which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>

	of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						To compare characters, settings and themes within a text and across more than one text
	<b>EYFS</b>	<b>Key stage 1</b>		<b>Key stage 2</b>			
	<b>Three and Four-Year-Olds Reception Early Learning Goals</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Words in context and authorial choice</u></b>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding</p>	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.



	of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
	<b>EYFS</b>	<b><u>Key stage 1</u></b>		<b><u>Key stage 2</u></b>			
	<b>Three and Four-Year-Olds Reception Early Learning Goals</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b><u>Inference and prediction</u></b>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	Three and Four-Year-Olds Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Poetry and performance</u>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.						
	<b>EYFS</b>	<b>Key stage 1</b>		<b>Key stage 2</b>			
	<b>Three and Four-Year-Olds Reception Early Learning Goals</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Non fiction</u></b>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	To recognise that non-fiction books are often structured in different ways.		To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

## Texts and genre covered at Bishop Cornish

*All classes also have the Pie Corbett spine books which will either be used as texts or read through the academic year*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	TEXT: Supertato, Non fiction healthy eating books colour monster	TEXT: traditional tales- gingerbread man, red riding hood, three billy goats gruff	TEXT: Non fiction dinosaur books, dinosaur that pooped....	TEXT: the very hungry caterpillar, mini beast non fiction books.	TEXT: Julia Donaldson focus- The Gruffalo, Stickman, Zog	TEXT: Julia Donaldson focus- smartest giant in town, Snail and the Whale
Y1	<p><b>Narrative 1:</b> Stories with familiar settings – <i>Dear Zoo and Tiger who came to tea</i></p> <p><b>Poetry 1:</b> <i>Rumble in the Jungle</i></p> <p><b>Non-fiction 1:</b> Labels, lists &amp; captions – <i>labelling animals linked to science</i></p>	<p><b>Narrative 1:</b> Stories with familiar settings – <i>Bad Baby (PCS)</i></p> <p><b>Narrative 2:</b> Stories from a range of cultures – <i>Baba Yaga</i></p> <p><b>Narrative 3:</b> Traditional and fairy stories <i>Christmas story</i></p> <p><b>Non-fiction 1:</b> Labels, lists &amp; captions – <i>making puppets in DT</i></p>	<p><b>Narrative 4:</b> Stories about fantasy worlds <i>Beegu (PCS)</i></p> <p><b>Non-fiction 2:</b> Instructions – <i>Beegu (PCS) creating instructions for Beegu to find things and find his way home</i></p> <p><b>Non-fiction 5:</b> Recount <i>Beegu – recount of alien crash (PCS)</i></p>	<p><b>Narrative 1:</b> Stories with familiar settings – <i>Jaspers Beanstalk</i></p> <p><b>Narrative 3:</b> Traditional and fairy stories – <i>Jack and the beanstalk</i></p> <p><b>Non-fiction 4:</b> Information texts</p> <p><b>Non-fiction 2:</b> Instructions <i>Various information texts about plants and growing</i></p>	<p><b>Narrative 4:</b> Stories about fantasy worlds <i>Night pirates</i></p> <p><b>Poetry 2:</b> Pattern &amp; rhyme <i>When I was one.. pirate rhyming song</i></p>	<p><b>Poetry 3:</b> Poems on a theme <i>All aboard/ seaside poetry</i></p> <p><b>Non-fiction 3:</b> Recounts, dictionary</p> <p><b>Non-fiction 4:</b> Information texts <i>Beach and animal information books and beach trip</i></p>
Y2	<p><b>Poetry 1:</b> Patterns on the page</p> <p><b>Narrative 1:</b> Stories with familiar settings <i>The magic Bed</i></p> <p><b>Non-fiction 1:</b> Non-Chronological Reports <i>Great Fire of London</i></p>	<p><b>Narrative 1:</b> Stories with familiar settings</p> <p><b>Non-fiction 1:</b> Instructions</p> <p><b>Non-fiction 2:</b> Explanations</p>	<p><b>Poetry 2:</b> Really looking</p> <p>Range of Victorian poetry - toys theme. Repetition and rhyme. Including nursery rhymes and Playground game songs. (ring o ring a roses, oranges &amp; lemons)</p> <p><b>Narrative 2:</b> Different stories by the same author <i>Charles Dickens Oliver Twist</i></p> <p><b>Non-fiction 3:</b> Non-chronological reports</p>	<p><b>Narrative 2:</b> Traditional stories <i>The Lost Toy Museum David Lucas</i></p> <p><i>Rosie saves the Day Shirley Hughes</i></p> <p><b>Non-fiction 3:</b> Information texts <i>Factual information texts &amp; significant people Link to Art William Morris</i></p> <p>History Link <i>Florence Nightingale</i></p>	<p><b>Narrative 3:</b> Traditional Stories <i>Anansi and the Pot of Gold</i></p> <p><i>Handa's Surprise</i></p> <p><b>Non-fiction 4:</b> Information texts <i>Geography African factual texts &amp; significant people Nelson Mandela Wangari Maathai</i></p>	<p><b>Poetry 3:</b> Silly stuff <i>Pie Corbet Jumpstart Silly Poetry styles</i></p> <p><b>Narrative 4:</b> Extended stories <i>The Spider Weaver and the Kenti Cloth</i></p> <p><b>Non-fiction 4:</b> Instructions <i>How to make a Kenti Cloth</i></p> <p><i>How to make an African Shield</i></p>

			Morwellham Quay Victorinan Newspaper reports			
Y3	<p><b><u>The Iron Man – by Ted Hughes class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> Stories from other cultures and stories from around the world - link to Our Wonderful World topic and Hinduism topic. Rama and Sita, The Tiger Child by Joanna Troughton The Old Man and the Magic Bowl, Seasons of Splendour</p> <p><b><u>Poetry</u></b> –Poems from around the world. Link to Our Wonderful World. Lets Celebrate by Debjani Chatterjee</p> <p><b><u>Non-Fiction</u></b> Non-Chron reports. Lost in The Rainforest. Linked to Our Wonderful World.</p>	<p><b><u>Ice Cat – by Linda Newberry class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> Stories from the same Author. Stories by Micheal Foreman <i>I'll take you to Mrs Coles. Dinosaurs and all that Rubbish.</i></p> <p><b><u>Non- Fiction</u></b> Letters – Christmas is Coming Dear Father Christmas – Alan Durant  The Christmas Story – Ruth Merttens</p> <p><b><u>Poetry</u></b> Humorous Poetry – Poems About School. The Truth about Teachers – Paul Cookson The Works – Paul Cookson. Read Me &amp; Laugh – Gaby Morgan.</p>	<p><b><u>The Abominables – by Eva Ibbotson class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> Adventure stories - link to work on Stone Age – Portal Story Stone Age Boy by Satoshi Kitamura</p> <p><b><u>Non fiction:</u></b> Instructions - How to was a woolly Mammoth by Michelle Robinson &amp; Kate Hindley</p> <p><b><u>Poetry</u></b> – Performance Poetry – The Torch – Micheal Rosen The Withes Brew – Wez Moge</p>	<p><b><u>The Sheep Pig – by Dick King-Smith - class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> – Classic Fiction Stig of The Dump</p> <p><b><u>Non – Fiction</u></b> – <u>Diary Entries of A Stone Age Boy</u> – Stone Age Boy.</p> <p><b><u>Poetry – Animal Poetry – Link to Stone Age Animlas</u></b> – Animal Poems – Jennifer Curry.</p>	<p><b><u>The Battle of Bubble and Squeak – by Philippa Pearce class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> – Myths &amp; Legends – Linked to Captivating Cornwall. Mousehole Cat Mermaids of Zenor Mermice of Mousehole</p> <p><b><u>Non – Fiction</u></b> <b><u>Persuasive Writing</u></b> – Lin ked to Captivating Cornwall – Advert to Visit St Ives.</p> <p><b><u>Poetry-</u></b> <b><u>Shape Poems</u></b></p>	<p><b><u>The Lion the Witch and the Wardrobe – by C S Lewis - class reader – Pie Corbet Reading Spine</u></b></p> <p><b><u>Fiction</u></b> – Information Text River, Mountains &amp; Coasts. – linked to Geography Topic Journey of a River.</p> <p><b><u>Non – Fiction</u></b> <b><u>Report – Rivers &amp; Mountains</u></b> Variety of non-fiction books on Rivers &amp; Mountains</p> <p><b><u>Poetry -</u></b></p>

Y4	<p><b>Narrative 1:</b> Fables Aesop's Fables by Michael Rosen</p> <p><b>Non-fiction 1:</b> Instructions and Explanations The Usborne complete Book of Art Ideas</p> <p><b>Poetry 1:</b> Syllabic Form The Works The Works 2-5</p>	<p><b>Narrative 2:</b> Fantasy How to train your Dragon Cressida Cowell</p> <p><b>Non-fiction 2:</b> Biography The Genius of Leonardo Leonardo da Vinci, little guides to great lives</p> <p><b>Poetry 2</b> Image poems Window Jeannie Baker</p>	<p><b>Narrative 3</b> Myths and Legends Selkie by Gillian McClure Can you catch a mermaid? Jane Ray</p> <p><b>Non-fiction 3:</b> Persuasive Writing Where the forest meets the Sea Jeannie Baker</p> <p><b>Poetry 3:</b> Poems to perform Poems to perform: A classic collection Julia Donaldson</p>	<p><b>Narrative 4:</b> Fairy Tales and Playscripts The princess and the pea. The pea and the princess Beware of the storybook wolves</p> <p><b>Non-fiction 4:</b> Recounts Little Mouse's Big Book of Fears</p> <p><b>Poetry 4:</b> List poems and Kennings Various anthologies inc The Works 1-5, 8 Read me one</p>	<p><b>Narrative 5:</b> Stories with Humour Billionaire Boy, Mr Stink David Walliams</p> <p><b>Non-fiction 5</b> Non Chronological reports The wolves in the walls Wolves Top Gun of the sky</p> <p><b>Poetry 5</b> Off by Heart Off by Heart – Poems for you</p>	<p><b>Narrative 6</b> Stories from other Cultures Africa is not a Country Beautiful Daughters Ananse stories</p> <p><b>Non-fiction 6</b> Information Texts The Kingfisher Book of Music</p> <p><b>Poetry 6</b> Narrative poems Wait till I'm older than you Michael Rosen</p>
Y5	<p><b>Narrative 1:</b> Fantasy Novels by significant authors CS Lewis: The Lion, The Witch &amp; The Wardrobe JRR Tolkien: The Hobbit</p> <p><b>Poetry 1:</b> Poetic style Roger McCough Various Michael Rosen Various</p> <p><b>Non-fiction 1:</b> Recounts A N Wilson CS Lewis An Autobiography</p>	<p><b>Non-fiction 2:</b> Persuasive Writing Sally Prue How to Persuade a grumpy goddess</p> <p><b>Narrative 2:</b> Traditional stories, fables, myths &amp; legends Marcia Williams Greek Myths Lucy Coats &amp; Anthony Lewis Atticus the Storyteller</p> <p><b>Poetry 2:</b> Classic/narrative poems Lewis Carroll The Jabberwocky</p>	<p><b>Poetry 3:</b> Classic/narrative Poems T.S Eliot</p> <p><b>Narrative 3:</b> Stories from other cultures Michael Morpurgo: A Guide for Leroy</p> <p><b>Non-fiction 3:</b> Recounts Amy Hest When Jessie Came Across the Sea</p>	<p><b>Narrative 4:</b> Older literature L Frank Baum The Wizard of Oz</p> <p><b>Narrative 4:</b> Dramatic conventions With Links to Passion Play and Easter Story</p> <p><b>Non-fiction 4:</b> Instructions Formal Writing with links to North America Topic Books</p>	<p><b>Poetry 4:</b> Choral &amp; performance David Harmer All of us knocking on the stable door. Roger McCough The Sound Collector</p> <p><b>Narrative 5:</b> Film narrative The Wizard of Oz</p> <p><b>Non-fiction 5:</b> Recounts Celeste Mannis Who was William Shakespeare</p>	<p><b>Non-fiction 6:</b> Persuasive writing. Links to Vikings</p> <p><b>Narrative 6:</b> Myths and Legends Links to Vikings</p> <p><b>Poetry 6:</b> Imagery With Links to Vikings topic To be confirmed.</p>

Y6

**Non-fiction/fiction/  
Drama:**

**Diary writing**, based on the Battle of Bosworth

**Scene setting – narrative**

'Lady Mary' by Lucy Worsley

**Non-fiction: Formal/ impersonal writing:**

'Lady Mary' by Lucy Worsley

To inspire **biased discussion**

Also use own texts composed for the children, relating to the Tudors.

**Poetry 1**

Read a range of 15<sup>th</sup> and 16<sup>th</sup> C hymns as performance poems, Shakespeare sonnets, and examples from Past SATs papers and similar materials.  
E.g. Write own hymn/ continue hymn/ compose sonnet

**Narrative:**

**Reading & writing narrative:** 'Henry VIII's Wives (My Royal Story)' by Alison Prince

**Non-fiction & Drama: Journalistic writing -**

newspaper articles from First News, current news stories and other example texts from modelling. Write newspaper article based on real events from Tudor times.

**Narrative:** Fiction genres:

**WWII themed fiction -** Good Night Mister Tom and Carrie's War

**Poetry: Power of imagery**

Literacy shed – 'German's in the Wood' and 'The Fallen'

**Narrative:** Fiction genres

**Fantasy genre:**

The Hobbit and Harry Potter (Extracts from various books in the series) - J R Tolkien published in 1937

**Non-fiction:** Formal/ impersonal writing: **Balanced argument.**

Use own texts composed for the children, relating to WWII, depending on their interests.

**Non-fiction 1: Biography & autobiography –** E.g. Sir Winston Churchill

Example modelled texts J.K. Rowling, Roald Dahl, and Usain Bolt - (Short versions)  
Base writing on Charles Darwin.

**Non-Fiction:**

Reading & writing non-fiction:

Writing based on Peru (South America) - information leaflets, persuasive texts on tourism, etc. [Audley luxury travel agent brochure](#).

**SATs Non-fiction 4: Letter of complaint:** (Link to geography – Plane flight).

Use own texts composed for the children, relating to geography and science  
ALSO use The Day the Crayons Quit! by Drew Daywalt

**Narrative: Extending narrative -** 'Holes' Louis Sachar

**Narrative Authors & texts**

Shakespeare - Hamlet, Twelfth Night or Macbeth depending on the children's interests.

DRAMA

**Narrative 5: Extending narrative –** linked to the above.