

# LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



## Year R

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested Texts
<ul style="list-style-type: none"> <li>• continue a rhyming string</li> <li>• hear and say the initial sounds in words</li> <li>• can segment and blend CVC, CCVC, CVCC words</li> <li>• link sounds to letter naming and sounding the letters of the alphabet</li> <li>• can read simple sentences containing both phonetically decodable words and tricky words</li> <li>• enjoy reading a book for pleasure</li> <li>• understand that information can be retrieved from books</li> <li>• can use phonic knowledge to decode regular words</li> <li>• talk to others about what they have read</li> <li>• read some common irregular words</li> </ul>	<p>Retrieval:</p> <ul style="list-style-type: none"> <li>• answer simple recall questions verbally</li> <li>• use the pictures to discuss what is happening</li> <li>• recognise the difference between the beginning, the middle and the end of a story</li> </ul> <p>Prediction:</p> <ul style="list-style-type: none"> <li>• to make simple predictions about what might happen next</li> <li>• talk about why they think what they do</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• use pictures to discuss characters' feelings</li> <li>• relate what they read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Rumble in the Jungle by Giles Andreae</li> <li>• Guess how much I love you by Sam McBratney</li> <li>• Sheep in a jeep by Nancy Shaw</li> <li>• Zog by Julia Donaldson</li> <li>• Oi Frog by Kes Gray</li> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• We're going on a bear hunt by Michael Rosen</li> <li>• The bad-tempered ladybird by Eric Carle</li> <li>• Colour Monsters by Anna Llenas</li> <li>• On sudden hill by Linda Sarah</li> <li>• Rosie's Walk by Pat Hutchins</li> <li>• Jack and the Beanstalk</li> <li>• Jaspers Bean by Nick Butterworth.</li> <li>• The Queen's Hat by Steve Antony</li> <li>• Sam and Dave dig a hole by Mac Barnett</li> <li>• The three Little Pigs</li> <li>• Rainbow fish by Marcus Pfister</li> <li>• Penguins by Emily Bone</li> <li>• The Gruffalo by Julia Donaldson</li> <li>• Penguin by Polly Dunbar</li> <li>• You Choose by Pippa Goodhart</li> </ul>

# LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



## Year 1

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• apply their taught knowledge and skills to decode age-appropriate words and texts including segmenting and blending of sounds in unfamiliar words</li> <li>• read common exceptions words accurately (NC Appendix 1)</li> <li>• read taught suffixes s, es, ing, ed, est</li> <li>• read a range of contractions which will include I'll, he's, she's don't won't</li> <li>• read pseudo words which only require the use of their phonic knowledge</li> <li>• read aloud accurately showing enjoyment for reading</li> <li>• recite some poems and rhymes by heart</li> <li>• know and retell familiar stories, including traditional tales and fairy tales</li> <li>• sequence the events in a story and make simple predictions</li> <li>• talk about the title of a text and the most important events contained within</li> <li>• explain in a simple way their understanding of what they are reading starting to explain their understanding</li> <li>• link what they read to their own experiences</li> <li>• make sense of what they are reading by asking questions and taking part in discussions</li> <li>• can identify the key features of a text including: the title, the blurb, the title page, page numbers</li> <li>• read words with more than one syllable that contain taught GPCs</li> <li>• respond speedily with the correct sound to graphemes for all 40+ phonemes</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• use what they have read to support their predictions</li> <li>• make links between what has been read and what may happen next</li> <li>• explain what they have drawn from the text which may include linking ideas to their own experiences</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• make inferences about a characters' feelings using what they say and do to infer</li> <li>• use direct references to support obvious points</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• form their own questions linked to the text</li> <li>• answer closed questions linked to the text</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• retell and sequence the main events in a text</li> <li>• identify how the main events are linked</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• discuss new words and meanings</li> <li>• link words to others they already know</li> <li>• use pictures to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Peace at last by Jill Murphy</li> <li>• Funnybones by Allan Ahlberg</li> <li>• I can only draw worms by Will Mabbitt</li> <li>• Goodnight Everyone by Chris Haughton</li> <li>• The day the crayons quit by Drew Daywalt</li> <li>• Word collector by Peter Reynolds</li> <li>• Avacado Baby by John Burningham</li> <li>• The tiger who came to tea by Judith Kerr</li> <li>• Mister Magnolia by Quentin Blake</li> <li>• Stanleys Stick by Jogn Hegley</li> <li>• Cinnamon by Neil Gaiman</li> <li>• The..... Love Underpants series by Claire Freedman</li> </ul>

# LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



## Year 2

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• in age appropriate books, book band white or above, read most words accurately and fluently without overt segmenting and latching, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation</li> <li>• read most words containing common suffixes including those set in the year 1 criteria along with: ment, ful, ly, ness</li> <li>• accurately read most common exception words (NC Appendix 1 Yr 2)</li> <li>• read accurately most age appropriate words of two or more syllables</li> <li>• in a familiar text, re-read and check the text makes sense to them; correct errors for themselves</li> <li>• see reading as a pleasurable activity; recite some poems or rhymes by heart</li> <li>• know and retell a wide range of familiar stories</li> <li>• sequence events in a story and make reasonable predictions</li> <li>• recognise and talk about non-fiction texts</li> <li>• explain what has happened so far in what they have read</li> <li>• answer questions about a book making appropriate inferences to support their answers</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• use what they have read to support their predictions</li> <li>• make links between what has been read and what may happen next giving explanations to support this</li> <li>• find evidence to support their predictions</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• make inferences about a characters' feelings using what they say and do to infer more obvious points</li> <li>• pick up on some more subtle references within the text</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• generate literal recall questions of their own which go with the text they are reading</li> <li>• how to change their questions as they progress through the text</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• discuss how the events within the story are related</li> <li>• find supporting evidence to summarise the text</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• discuss new words and meanings</li> <li>• use root words to aid understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Tuesday by David Wisner</li> <li>• There's a lion in my cornflakes by Michelle Robinson</li> <li>• Fungus the bogeyman by Raymond Briggs</li> <li>• Don't look in this book by Samuel Langley-Swain</li> <li>• Gorilla by Anthony Browne</li> </ul>

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## Year 3

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• read age appropriate texts accurately and at speed that is sufficient for them to focus on understanding rather than decoding individual words</li> <li>• read further exception words set out in the NC (Appendix 1 Year 3)</li> <li>• make an attempt to decode unfamiliar words by applying their growing knowledge of root words and affixes</li> <li>• use a dictionary (first 2 or 3 letters) with some success to check the meaning of unfamiliar words</li> <li>• engage in reading for pleasure activities</li> <li>• read texts that are structured in different ways and read for a range of purposes</li> <li>• retell known stories which includes poetry and play scripts</li> <li>• understand what they have read, make predictions, draw simple inferences and explain the meaning of words in context</li> <li>• begin to identify themes and conventions used in different text types</li> <li>• retrieve and record information from non-fiction books</li> <li>• locate information by skimming and scanning</li> <li>• quote directly from the text to support thoughts and discussions</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• use relevant prior knowledge to form predictions and justify them</li> <li>• use details from the text to form further predictions</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• infer characters' feelings, thoughts, and motives from their stated actions</li> <li>• justify simple inferences using some references to a specific point in the text (evidence)</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• generate a variety of questions</li> <li>• use and answer retrieval and inferential questions to help them to understand a text further</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• identify the difference between important and unimportant information within a text</li> <li>• synthesise the key points to give a brief verbal summary</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• find the meaning of new words by using context of the sentence</li> <li>• use a variety of skills to aid understanding such as picture clues and root words</li> </ul>	<ul style="list-style-type: none"> <li>• The Abominables by Eva Ibbotson</li> <li>• Voices in the part by Anthony Browne</li> <li>• George's marvellous medicine by Roald Dahl</li> <li>• The boy who grew dragons by Andy Shepherd</li> </ul>

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## Year 4

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• read most words in age appropriate texts effortlessly including further exception words</li> <li>• read with sufficient fluency to allow comprehension to be the focus for reading</li> <li>• attempt to decode unfamiliar words with increasing automaticity</li> <li>• demonstrate experience of a range of books and other texts, reading for a range of purposes</li> <li>• retell known stories and perform poetry and play scripts with some feeling</li> <li>• make sensible predictions and justify inferences with evidence from the texts</li> <li>• identify common themes and conventions in a wide range of books and texts</li> <li>• identify the main ideas drawn from more than one paragraph and summarise these accordingly</li> <li>• retrieve and record information efficiently from texts and non-fiction books</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• use prior knowledge along with details from the text to form predictions and justify them</li> <li>• monitor predictions and compare them with the text as they read on</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• infer characters' feelings, thoughts, and motives from their stated actions</li> <li>• consolidating the skill of justifying inferences using references to a specific point in a text</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• generate a variety of questions including retrieval, inferential and questions about the deeper meaning or theme of a text to further help them understand what they are reading</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• identify the difference between important and unimportant information within a text</li> <li>• synthesise the key points to give a brief written summary</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• find the meaning of new words by using context of the sentence</li> <li>• use the skill of linking words to other words that they know to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>• My brother is a superhero by David Solomons</li> <li>• Frank Einstein and the antimatter Motor by Jon Scieszka</li> <li>• How to train your dragon by Cressida Cowell</li> <li>• The Twits by Roald Dahl</li> <li>• Toad Rage by Morris Gleitzman</li> <li>• The falcon's malteser by Anthony Horowitz</li> </ul>

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## Year 5

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• read age appropriate texts fluently, confidently and independently using their knowledge of root words, prefixes and suffixes, including those set out within the NC (Appendix 1 Years 5 &amp; 6), to work out unknown words</li> <li>• demonstrate experience of a range of books and other texts, having read for a range of purposes</li> <li>• recommend books, giving reasons for their choices</li> <li>• perform poetry and plays with a clear sense of the audience</li> <li>• understand what they are reading, asking questions to further improve their comprehension</li> <li>• recognise key themes and make comparisons within and across texts</li> <li>• make sensible predictions and justify inferences with evidence from the texts</li> <li>• sometimes distinguish between fact and opinion, particularly in clear contexts</li> <li>• independently retrieve and record information from texts including non-fiction</li> <li>• use some technical terms when discussing and evaluating what they have read. E.g. simile, effect</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• support predictions using relevant evidence which has been drawn from the text</li> <li>• confirm or modify predictions as more evidence is exposed throughout a text</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• make inferences based on characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point</li> <li>• draw evidence from different places across the text to strengthen knowledge</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• generate a variety of questions which are adapted throughout the reading depending on new evidence</li> <li>• use critical thinking questions and discuss what they are thinking in detail</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• summarise information from across a text and make connections by analysing, evaluating and synthesising ideas within a text</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• read around a word and are taught to explore its broader meaning within a section or a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The firework maker's daughter by Philip Pullman</li> <li>• Brightstorm a sky-ship adventure by Vashti Hardy</li> <li>• The Butterfly Lion by Michael Morpurgo</li> <li>• The incredible Adventures of Professor Branestawm by Norman Hunter</li> <li>• The Iron Man by Ted Hughes</li> <li>• Krindlekrax by Philip Ridley</li> </ul>

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## Year 6

The pupil can:	Progression of taught skills. Children should be taught to:	Suggested texts
<ul style="list-style-type: none"> <li>• apply their knowledge of morphology and etymology to read aloud and to understand the meaning of unfamiliar words. E.g. roof, prefix, suffix and word origin</li> <li>• read age appropriate texts fluently, confidently and independently, with stamina to read long texts</li> <li>• read and discuss a wide range of texts for a range of purposes, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and from other cultures; build on their own and others' ideas; ask questions and challenge views</li> <li>• explore and explain the meaning of words in context</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations from illustration</li> <li>• make comparisons within and across texts</li> <li>• independently retrieve, record and present information from texts including non-fiction</li> <li>• recommend books they have read to their peers, giving detailed reasons for their choices</li> <li>• prepare and perform poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• distinguish between fact and opinion in a range of context, including those requiring discussion</li> <li>• evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>Prediction:</p> <ul style="list-style-type: none"> <li>• support predictions using relevant evidence which has been drawn from the text</li> <li>• confirm or modify predictions in light of new evidence or information</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• make inferences based on characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</li> <li>• draw evidence from different places across the text to strengthen knowledge</li> </ul> <p>Questioning:</p> <ul style="list-style-type: none"> <li>• generate a variety of questions which are adapted throughout the reading depending on new evidence</li> <li>• ask their own critical thinking questions that take the discussions deeper and beyond the text</li> </ul> <p>Summarising:</p> <ul style="list-style-type: none"> <li>• summarise information from across a text and make connections by analysing, evaluating and synthesising ideas within and beyond a text</li> </ul> <p>Clarifying:</p> <ul style="list-style-type: none"> <li>• read around a word and independently explore its broader meaning within a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Clockwork by Philip Pullman</li> <li>• Illegal by Eoin Colfer</li> <li>• The Nowhere Emporium by Ross Mackenzie</li> <li>• Cogheart by Peter Bunzl</li> <li>• The girl of Ink and stars by Kiran Millwood Hargrave</li> <li>• Carrie's war by Nina Bawden</li> <li>• The Explorer by Catherine Rundell</li> </ul>