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



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

# **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	I can use letter sounds					
statements	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
	I can retell some of a story I know when being read to by an adult	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	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 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 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 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 read new words correctly by blending the letter and letter group sounds I have been taught	and letter groups  I can retell some of a story I know when being read to by an	I can say quickly the sound of all the letters and letter groups	I can say quickly the sound of all the letters and letter groups	I can retell some of a 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 join in with words when I can guess what is coming next	adult  I can read new words correctly by blending the letter and letter	I can retell some of a 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				
	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		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
	is coming next		J	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		and comment on their	and comment on their
	teacher has given me,		I can read words made	special features	special features
I can use the sounds I	to help me understand	I can enjoy and	up of the letter sounds	'	·
know to re-read books	what I am reading	understand rhymes	I know and which have	I can read words made	I can read words made
more fluently and with		and poems, and can	endings -s, -es, -in, -	up of the letter sounds	up of the letter sounds
more confidence	I can read aloud books	recite some by heart	ed, and -est	I know and which have	I know and which have
	that use letters and	,		endings -s, -es, -in, -ed,	endings -s, -es, -in, -ed,
I can say how the	letter groups I have	I can read many words	I can enjoy and	and -est	and -est
characters might feel	been taught	quickly and accurately	understand rhymes		
in a story I have read		without needing to	and poems, and can	I can read many words	I can read many words
or heard on the basis	I can talk about the	sound and blend words	recite some by heart	quickly and accurately	quickly and accurately
of what is said and	title and events in	I have seen before	I can read many words	without needing to	without needing to
done	books I have read or	I can explain the	quickly and accurately	sound and blend words	sound and blend words
	heard	meaning of words that	without needing to	I have seen before	I have seen before
I can say what might	,,,,,,	I know and I can talk	sound and blend words		Thave seen before
happen 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
	know to re-read books	new words, linking the	I have seen before	meaning of words that	meaning of words that
I can take part in a	more fluently and with	meaning of new words	I can explain the	I know and I can talk	I know and I can talk
group talk about what	more confidence	to those I already	meaning of words that	about the meaning of	about the meaning of
we have listened to. I		know	I know and I can talk	new words, linking the	new words, linking the
take turns and listen to	I can say how the		about the meaning of	meaning of new words	meaning of new words
what others have to	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	,	13 mose I an cady know
	or heard on the basis	using sounds that I	to those I already	I can read words of	I can read words of
	J. 11041 4 011 1110 54013	have been taught	know	more than one syllable	more than one syllable
		are been raagin	14.1011	· · · · · · · · · · · · · · · · · · ·	more mun one synable

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 hear
I can answer questions		to help me understand		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		already read or heard,	to help me understand	to help me understar
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 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 an
			T annually and the	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 represer
	understanding of texts	title and events in	word has been read wrongly by following	the missing letter or	the missing letter or
	which have been read	books I have read or	the sense of the text	letters	letters
	to me	heard	The sense of the text		
	I can answer questions	I can use the sounds I	I can read aloud books	I can usually spot if a	I can usually spot if
	in discussion with the		that use letters and	word has been read	word has been read
	teacher and make	know to re-read books more fluently and with	letter groups I have	wrongly by following	wrongly by following
	simple inferences	more fluently and with	been taught	the sense of the text	the sense of the tex
	Simple in circos	more confidence	Joon raag		
		T age day have the	I can talk about the	I can read aloud books	I can read aloud boo
		I can say how the characters might feel	title and events in	that use letters and	that use letters and
		in a story I have read	books I have read or	letter groups I have	letter groups I have
		or heard on the basis	heard	been taught	been taught
		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	7,041 4	noar a
				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 boo
		group talk about what	characters might feel	more fluently and with	more fluently and wi
		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 rea

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		
	Taaatia	I can explain clearly my	I can explain clearly m
	I can answer questions in discussion with the	understanding of texts	understanding of texts
	teacher and make	which have been read	which have been read
	simple inferences	to me	to me
	simple interences	T and and and and are	T
		I can answer questions in discussion with the	I can answer questions in discussion with the
		teacher and make	teacher and make
		simple inferences	simple inferences
		Simple interences	simple interences

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

I can read aloud books	done and answer	done and answer	done and answer	done and answer	done and answer
within my reading level,	questions	questions	questions	questions	questions
without making many					
errors and sounding	I can say how the	I can say how the	I can say how the	I can say how the	I can say how the
out new words without	characters might feel	characters might feel	characters might feel	characters might feel	characters might feel
long pauses	in a story I am reading	in a story I am reading	in a story I am reading	in a story I am reading	in a story I am reading
	on my own on the basis	on my own on the basis	on my own on the basis	on my own on the basis	on my own on the basis
I can take part in a	of what is said and	of what is said and	of what is said and	of what is said and	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	I can say what might	I can say what might	I can say what might	I can say what might
what others have to	happen next in a story	happen next in a story	happen next in a story	happen next in a story	happen next in a story
say	based on what has	based on what has	based on what has	based on what has	based on what has
·	happened so far	happened so far	happened so far	happened so far	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 an
phrases	discussing the order of	and discussing the	and discussing the	discussing the order of	discussing the order of
p asss	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	in or marion are related	related	related	in or marion are related	in or marion are relate
material that I have	I can explain the	related	related	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
read or riedra	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
what I have redu		words to those I	words to those I		already know
I can enjoy and	already know	already know	already know	already know	aiready know
understand books by	I can ask and answer	aiready know	direddy know	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		books or stories I am	books or stories I am
my views on poems,		· •	questions about the		
stories and non-fiction	reading and make links	books or stories I am reading and make links	books or stories I am	reading and make links	reading and make links
texts that I can't read	I can use the sounds I	reading and make links	reading and make links	I can use the sounds I	I can use the sounds 1
	know to decode words	I can use the sounds I	I can use the sounds I	know to decode words	know to decode words
myself			know to decode words		
T con enter manding to	automatically and my	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		

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
ment to others	I have seen before	sound and blend words	sound and blend words	I have seen before	I have seen before
T can aniou needing by	I have seen before	I have seen before	I have seen before	I have seen before	I have seen before
I can enjoy reading by	I can read aloud books	I have seen before	I have seen before	I can read aloud books	I can read aloud books
recognising repeated themes and ideas in		I can read aloud books	I can read aloud books		
	within my reading level,			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 ou
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		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			favourite words and	favourite words and
	phrases	I can talk about my	I can talk about my	phrases	phrases
	p 4555	favourite words and	favourite words and	p 4555	p 4.555
	I can explain what I	phrases	phrases	I can explain what I	I can explain what I
	think about books,	prii uses	prii uses	think about books,	think about books,
	poems and other	I can explain what I	I can explain what I	poems and other	poems and other
	material that I have	think about books,	think about books,	material that I have	material that I have
	read or heard	poems and other	poems and other	read or heard	read or heard
	read or neard	material that I have	material that I have	read or neard	read or neard
	<b>T</b>	read or heard	read or heard	<b>T</b>	T
	I can explain what has			I can explain what has	I can explain what has
	happened so far in			happened so far in what	happened so far in wha
	what I have read	I can explain what has	I can explain what has	I have read	I have read
		happened so far in	happened so far in		
	I can enjoy and	what I have read	what I have read	I can enjoy and	I can enjoy and
	understand books by			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  I can enjoy reading 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	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 poem 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	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 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

	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	
	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		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 ,				that excite me	

prefixes (including	I can make reading fun	poems, plays and non-	I can read aloud poems	I can make reading fu
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
·	paragraphs, headings,	take turns in telling		subject
I can make reading fun	subheadings and	people about them		·
by listening to and	inverted commas to			
1 '	show speech			
poems, plays and non-	•			
fiction 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				
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, plays, non-fiction and	read to help me	read to help me
	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
		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 questions		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		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			myths and legends and	narrative poetry

	1	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.	excite file	instending to others	omers	has happened in a text
using themes from	free verse and			I can tell from what I	using themes from
•	narrative poetry			have read how a	
paragraphs to help me	narranve poetry				paragraphs to help me
I can discuss words				character is feeling and	I can show that I enjoy
and phrases in the				thinking and why they 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	_
excite me				this.	poetry, plays, non- fiction and reference
				This.	
				T 12 1266	books or textbooks
				I can discuss different	To an along the A.T.
				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
			<u> </u>		wide runge of books

	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 meaning of at least half of the words on	understand the meaning of at least half of the words on	understand the meaning of at least half of the words on	understand the meaning of at least half of the words on	understand the meaning of at least half of the words on the Year 5/6	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,	I can predict what might happen in	I can explain characters' feelings,	I can predict what might happen in	I can predict what might happen in	I can predict what might happen in
	thoughts or reasons for their actions. I can explain my thoughts with evidence from the	increasingly complex texts by using evidence from the text	thoughts or reasons for their actions. I can explain my thoughts with evidence from	increasingly complex texts by using evidence from the text	increasingly complex texts by using evidence from the text	increasingly complex texts by using evidence from the text
	text	I can explain characters' feelings,	the text	I can explain	I can explain characters' feelings,	I can explain characters' feelings,
	I can understand what I am reading by checking that the book	thoughts or reasons for their actions. I can explain my thoughts	I can understand what I am reading by checking that the book	characters' feelings, thoughts or reasons for their actions, I can	thoughts or reasons for their actions. I can explain my thoughts	thoughts or reasons for their actions. I can explain my thoughts
	makes sense and finding the meaning of	with evidence from the text	makes sense and finding the meaning of	explain my thoughts with evidence from	with evidence from the text	with evidence from the text
	words from the context	I can understand what	words from the context	the text	I can understand what	I can understand what
	I can ask sensible and	I am reading by checking that the book	I can write or give a	I can understand what I am reading by	I am reading by checking that the book	I am reading by checking that the book
	interesting questions about the texts to help me understand them	makes sense and finding the meaning of words from the	detailed book review including reasons why I would recommend	checking that the book makes sense and finding the meaning of	makes sense and finding the meaning of words from the	makes sense and finding the meaning of words from the
	more	context	the book	words from the	context	context
	I can talk about why authors use language,	I can ask sensible and interesting questions	I can ask sensible and interesting questions	I can ask sensible and	I can write or give a detailed book review	I can write or give a detailed book review
	including figurative language, and the	about the texts to help me understand them	about the texts to help me understand	interesting questions about the texts to	including reasons why I would recommend the	including reasons why I would recommend the
	impact it has on the reader	more	them more	help me understand them more	book	book
		I can talk about why authors use language,			I can ask sensible and interesting questions	I can ask sensible and 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		
book		of stories, poems and	impact it has on the		I can talk about why
	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 t	tell the	ideas and challenging	and make the meaning	I can find and write	and characters within a
differ	ence between	views courteously	clear	down facts and	book
staten	nents of fact and			information from non-	
opinior	1		I can tell the	fiction texts	I can tell the
			difference between		difference between
Ican	oarticipate in		statements of fact	I can participate in	statements of fact and
discus	sions about		and opinion	discussions about books	opinion
books	that are read to			that are read to me and	
me and	d those that I		I can participate in	those that I can read,	I can participate in
	ad, building on		discussions about	building on my own and	discussions about books
	n and others'		books that are read to	others' ideas and	that are read to me and
	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
Statements	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	confidence	reader	I can participate in	courteously and with	impact it has on the
and poems in			discussions about	clear reasoning	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		understanding of texts		clear reasoning
evidence from the text	can read, building on	I can fully explain my	and poems in		
	my own and others'	views with reasons and	presentations and		I can fully explain my
	ideas and challenging	evidence from the	debates and can		views with reasons and
	views courteously and	text	present information		evidence from the text
	with clear reasoning		using notes I have		
			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		