

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	- listen attentively in a range of situations - listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions - give their attention to what others say and respond appropriately, while engaged in another activity - follow instructions involving several ideas or actions - answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events - express themselves effectively, showing awareness of listeners’ needs - use past, present and future forms accurately when talking about events that have happened or are to happen in the future - develop their own narratives and explanations by connecting ideas or events	- listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, roleplay/improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication				
Reading: Decoding	- continue a rhyming string - hear and say the initial sound in words - segment the sounds in simple words and blend them together - know which phonemes represent the first 31 graphemes (28 phon.) taught; NB th nk, qu, x m a s t d i n p g o c k u b f e l h sh r j v y w th/th z ch qu x ng nk - start learning the graphemes for the next 12 phonemes ay ee igh ow oo oo ar or air ir ou oy - link sounds to letters, naming and sounding the letters of the alphabet. - begin to read words and simple sentences I the and no cat go of they yes get come we my for said went this see a to up dog on dad in you me away can day lie mum he was going it am look big at all are she play is	- apply phonic knowledge and skills to decode words - respond speedily with the correct GPC, including digraphs, for all 44 phonemes (including taught alternatives) ea oi a_e i_e o_e u_e aw are er ur ow ai oa ew ire ear ure /zh/ NB ire is not a pure sound but taught for ease of decoding/encoding - read accurately by blending sounds in unfamiliar words containing taught GPCs - read common exception words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - read words containing taught GPCs and suffixes: –s, –es, –ing, –ed, –er and –est - read multi-syllabic words containing taught GPCs - read contractions, and understand the apostrophe - read aloud, phonetically decodable texts - reread books to build up fluency and confidence	- apply phonic knowledge and skills to decode words, until automatic decoding is embedded and reading fluent - read accurately by blending sounds in unfamiliar words containing taught GPCs especially alternatives - read multi-syllabic words containing taught GPCs - read words containing common suffixes - read further common exception words door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - read most words quickly and accurately, without overt sounding and blending - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading	- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet the /t/ sound spelled y elsewhere than at the end of words, the /n/ sound spelt ou, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-, -ation, -sure, -ture, -sion, -ous, -tion, -ssion, -cian, the /k/ sound spelled ch, the /g/ sound spelled –gue, the /k/ sound spelled –que, the /s/ sound spelled sc, the /ei/ sound spelled ei, eigh, or ey, homophones and near-homophones - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet -cious, -tious, -cial, -tial, -ent, -ence, -ency, -ant, -ance, -ancy, -able, -ably, -ible, -ibly, -ough, silent letters, homophones and near-homophones		
RWI	Graphemes & Green Words	Paper Ditties					
Bookband							

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading: Comprehension	• demonstrate understanding when talking with others about what they have read • use vocabulary and forms of speech that are increasingly influenced by their experiences of books • enjoy an increasing range of books • know that information can be retrieved from books and computers	• develop pleasure in reading, motivation to read, vocabulary and understanding • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • link what they read or hear to their own experiences • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and recite some by heart • discuss word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading • discuss the significance of the title and events • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	• develop pleasure in reading, motivation to read, vocabulary and understanding • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discuss the sequence of events in books and how items of information are related • become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • be introduced to non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read, and correcting inaccurate reading • make inferences on the basis of what is being said and done • answer and ask questions • predict what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• develop positive attitudes to reading, and an understanding of what they read • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • identify themes and conventions in a wide range of books • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader’s interest and imagination • recognise some different forms of poetry • understand what they read, in books they can read independently • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than 1 paragraph and summarise these • identify how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	• maintain positive attitudes to reading and an understanding of what they read • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • learn a wider range of poetry by heart • prepare 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 • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views		

How do we achieve this?	• daily phonics sessions • finely-tuned groups from November • smaller groups for those at risk of falling behind • 1:1 reading for all children • additional 1:1 support for those who need it • small groups for guided reading • book making • parental involvement, including PATCH • library visits – external and internal • fun initiatives: Pop Up, authors, book hut	• daily phonics sessions • finely-tuned groups from September • smaller groups for those who need it • 1:1 reading for children who need additional support • weekly guided reading for all children • daily guided reading for groups who need additional support • parental involvement, including PATCH • library visits – internal • fun initiatives: Pop Up, authors, book hut	• phonics/spelling work, linked to previous years • additional phonics for those who didn’t pass the Y1 test • 1:1 reading for children who need additional support • weekly guided reading for all children • daily reading time for all • daily guided reading for groups who need additional support • parental involvement, including PATCH • Catch Up for identified children • fun initiatives: Pop Up, authors, book hut	• phonics/spelling work, linked to previous years • 1:1 reading for children who need additional support • specialist support for children with literacy difficulties • weekly guided reading for all children • daily reading time for all • daily guided reading for groups who need additional support • parental involvement, including PATCH • library visits – internal • Catch Up for identified children • fun initiatives: Pop Up, authors, book hut		• word-level work, linked to previous years • 1:1 reading for children who need additional support • specialist support for children with literacy difficulties • class reading for all children – several times/week • daily reading time for all • daily guided reading for groups who need additional support • parental involvement, including PATCH • library visits – internal • fun initiatives: Pop Up, authors, book hut • additional teachers in Y6, to support • comprehension and language skills • booster classes to raise achievement	
Topics	• OURSELVES • FESTIVALS • TOYS • FAVOURITE STORIES • TRANSPORT • ANIMALS • MINIBEAST • WATER	• ANIMALS INCLUDING HUMANS • SEASONS • PLANTS • MATERIALS • MY FAMILY • RUBY BRIDGES & ROSA PARKS • DICK WHITTINGTON • TOYS • OUR LOCAL AREA • THE UK • THE SEASIDE	• ANIMALS INCLUDING HUMANS • MATERIALS • LIVING THINGS • PLANTS • LIVING THINGS & THEIRHABITATS • OFFSPRING • THE FIRE OF LONDON • MATTHEW HENSON • COMPARING QUEENS • FLORENCE NIGHTINGALE/MARY SEACOLE • PLANET EARTH • KENYA	• ROCKS, SOILS & FOSSILS • LIGHT & SHADOWS • FORCES, FRICTION & MAGNETS • MOVEMENT & NUTRITION FOR THE HUMAN BODY • FLOWERING PLANTS & PLANT GROWTH • FLOWERING PLANTS - LIFE CYCLE • STONE AGE TO IRON AGE • NOTTING HILL CARNIVAL • THE ROMANS • SETTLEMENTS & LAND USE • CLIMATE & CLIMATE ZONES • EUROPE	• CHANGES OF STATE • ELECTRICITY: CIRCUITS • HUMAN IMPACT ON THE ENVIRONMENT • DIGESTION & FOOD CHAINS • SOUND • CLASSIFICATION OF PLANTS & ANIMALS • BLACK INVENTORS & SCIENTISTS • ANCIENT GREECE • ANGLO SAXONS • VIKINGS • RIVERS AND RAINFORESTS • THE USA	• FORCES & MECHANISMS • PROPERTIES & USES OF MATERIALS • EARTH & SPACE • PLANT & ANIMAL LIFE CYCLES • SEPARATING MIXTURES & CHANGING MATERIALS • HUMAN GROWTH • THE ELIZABETHANS • THE BRISTOL BUS BOYCOTT • BRITISH MONARCHS • THE MAYA • ASIA – MOUNTAINS, VOLCANOES & EARTHQUAKES • BIOMES & VEGETATION	• ANIMALS INCLUDING HUMANS • LIGHT • LIVING THINGS & THEIR HABITATS • EVOLUTION & INHERITANCE • ELECTRICITY • BLACK SOLDIERS IN WW2 • WW2 IN LONDON • ANCIENT EGYPT • MAPPING THE WORLD • CLIMATE CHANGE • TRADE