

Text Map for Jays Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	I Say Ooh, You Say Aah – John Kane The Name Jar – Yangsook Choi Ruby's Worry – Tom Percival Home – Carson Ellis Knuffle Bunny – Mo Willems Here We Are – Oliver Jeffers	One Day, So Many Ways – Laura Hall Kasia's Surprise – Stella Gurney The Smeds and the Smoos – Julia Donaldson Beegu – Alexis Deacon The Dark – Lemony Snicket	Leo and the Octopus – Isabelle Marinov Through the Eyes of Me – Jon Roberts My Daddy's Going Away – Christopher MacGregor Think Big – Kes Gray The Cloudspotter – Tom MacLaughlin	Lost in the Toy Museum – David Lucas Dogger – Shirley Hughes Amy Wu and the Perfect Bao – Kat Zhang Mum's Late – Elizabeth Hawkins	Clean Up! - Nathan Bryon One Day on Our Blue Planet: In the Ocean - Ella Bailey Zeraffa Giraffa – Dianne Hoffmeyer	Hair Love – Cherry Matthew Only One You – Linda Kranz Only One You – Linda Kranz Donovan's Big Day – Leslea Newman
Reading Instruction	Books matched to phonic level	Books matched to phonic level	Books matched to phonic level + What You Shouldn't Do Before School	Books matched to phonic level	Books matched to phonic level	Books matched to phonic level
Writing	Wild – Emily Hughes Traditional Tales	Orion and The Dark – Emma Yarlett Look Up! - Nathan Bryon The Snowman – Michael Morpurgo	Michael – Tony Bradman No Breathing In Class – Michael Rosen	10 Things I can Do... - Melanie Walsh The Robot and the Bluebird – David Lucas The Last Wolf – Mini Grey	Diary of a Killer Cat – Anne Fine Ossiri and the Bala Mengro – Richard O'Neill One Day on Our Blue Planet: In the Savannah - Ella Bailey	Max the Brave/Max and Bird – Ed Vere The Snail and The Whale – Julia Donaldson Dear Greenpeace – Simon James
Non-fiction/Topic texts	Strep inside Homes Through History – Goldie Hawk Winter Sleep – Sean Taylor Seasons Come, Seasons Go: Tree – Britta Teekentrup The Story of the orchestra: Four Seasons in One Day – Jessica Courtney- Tickle	Local area leaflets and guides Town and Country: Flip the Book – Craig Shuttleworth	My Jewish Faith - Gill Vaisey	Ten Seeds – Ruth Brown Katie and the Sunflowers – James Mayhew A Children's Guide to Wild Flowers – Charlotte Voake	Wangari's Trees of Peace – Jeanette Winter What's Eating You? - Nicola Davies The Story of the orchestra: The Carnival of the Animals – Jessica Courtney-Tickle	Professor Astro Cat's Human Body Odyssey 3 – Dominic Walliman Little Leaders: Bold Women in Black History – Vashti Harrison Little People Big Dreams: Florence Nightingale – Maria Isabe Vegara

	Now and Then: My History – Monica Hughes					Little People Big Dreams: Marie Curie – Maria Isabe Vegara Trailblazer – Elizabeth Dale Elephant Wellyphant, etc – Nick Sharratt
Poetry	Out and About – Shirley Hughes Who’s Been Sleeping in my Porridge? – Colin McNaughton	My Village: Rhymes from Around the World – Danielle Wright	Chocolate Cake – Michael Rosen	Poems to Perform – Julia Donaldson	A First Book of the Sea – Nicola Davies Rumble in the Jungle – Giles Andrae	The Works KS1 Big Book of Bad Things – Michael Rosen
De-coding & word reading 300-600 words	Apply phonic knowledge and skills for all 40+ phonemes.	Read accurately by blending sounds in unfamiliar words using the GPCs they know.	Read words of more than one syllable that contain the taught GPCs. Read contractions and words containing a range of endings e.g. -es, -er, -ing.	Read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words.	Re-read books to gain confidence with word reading. Read the common exception words for Y1.	Page count increases to encourage reading stamina.
Literal understanding & retrieval	In addition to using visual literacy, learn to use growing phonic knowledge to identify information found explicitly in the text.	Use vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.	Talk about the title and how it relates to the events in the text.	Explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and event.	Retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.	
Inferential reading skills	Make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called ‘lazy’; why the title ‘Upside Down’ might	Predict what might happen next in a sequenced story, based on what has been read so far.	Discuss the significance of the title and events.	Begin to explain their understanding of what is read to them, beyond that which is explicitly stated.	In support of inference skills, pupils discuss word meanings, linking new meanings to those already known.	Draw on what they already know or on background information and vocabulary provided by the teacher.

	be suitable for an information text about bats; why the ugly sisters might feel jealous.					
Response to text	Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves to develop a love of reading.	Participate in discussion about the text, <i>taking turns and listening to others</i> .	<i>Discuss the significance of the title or events.</i> Draw links between the text and some of their own experiences.	Listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i> ; talk about words they know or like.	Children are shown some ways to <i>find information in non-fiction texts</i> .	Children are <i>learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.
Fluency and phrasing * 70 wpm	recognise and join in with predictable phrases. Say or sing the alphabet in sequence.	sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.	Read aloud, checking that it 'sounds right' and that the text makes sense to them. With support, notice sentence punctuation.	Recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat.	Read on sight the CE words for Y1.	Re-read favourite books to themselves, to gain confidence with word reading and fluency.

Text Map for Owls Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	The Owl who was Afraid of the Dark (Jill Tomlinson) Fantastic Mr Fox (Roald Dahl) The Twits (Roald Dahl) Oliver and the Seawigs (Phillip Reeve)	You're a bad man Mr Gum! (Andy Stanton) The Christmasaurus (Tom Fletcher)	Flat Stanley (Jeff Brown) The Ice Palace	The Penguin Who Wanted to Find out (Jill Tomlinson) Willa and Old Miss Annie (Berlie Doherty) Marge in charge (Isla Fisher) Martin's Mice (Dick King-Smith)	Frog and Toad Together (Arnold Lobel) The three little wolves abnd the bad pig (Eugene Trivizas) Anna Hibiscus (Atinuke)	The Egg (MP Robertson) Billy and the beast (Nadia Shireen) Fred, wizard in training (Simon Phillip) The boy who grew dragons (Andy Shepherd)
Reading Instruction			A variety of reading comprehensions, dependent on ability of groups. Phase 4 and Phase 5 Phonics			
Writing	Lila and the Secret of Rain (David Conway)	Halibut Jackson (David Lucas) Meerkat at Christmas (Emily Gravett)	The Crow's Tale (Naomi Haworth) The Princess and the white bear king (Tanya Robyn)	The Emperor's Egg	Can I build another me? (Shinsuke Yoshitake)	George and the dragon The Egg Box Dragon
Non-fiction/Topic texts	What a wonderful world (Bob Thiele) Mama's Panya's Panakes (Mary Chamberlin) Anna Hibiscus (Atinuke)	Walter Tull Scrapbook (Michaela Morgan) Ready Steady Mo (Kes Grey) Meerkat Mail (Emily Gravett) All are Welcome (Alexandre Penfold)	Arctic and Antarctica (DK) The Great Explorer (Chris Judge) Ruby's Worry (Tom Percival) Lubna and Pebble (Wendy Meddour)	V & A Introduces: Queen Victoria Queen Victoria's Bating Machine (Gloria Whelan)	Who's afraid of the Big Bad Book? (Lauren Child)	Tuesday (David Wiesner)

	One Day on our Blue planet in the Savannah (Ella Bailey) The Huge Bag Full of worries (Virginia Ironside) Hello World (Nicola Edwards)	Amazing Grace (Mary Hoffman) Gregory Cool (Caroline Binch) Traction Man (Mini Grey) Emily Brown and the thing (Cressida Cowell) The Invisible (Tom Percival) A planet full of plastic (Neal Layton) Counting on Katherine (Helaine Becker)	Leaf(Sandra Dieckmann)	Queen Victoria's Underpants (Jackie French) Is it because ? (Tony Ross)		
Poetry	Poems Aloud (Joseph Coelho)					
De-coding & word reading 850-1500 words	Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent;		they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes;		they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered.	They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.
Literal understanding & retrieval	Children begin to scan for key words in the text order to locate answers;	begin to analyse the wording of a question in order to choose what to look for e.g. <i>What did the princess do first when she arrived at the castle?</i> Key words: <i>first, princess, castle;</i>	sometimes can find answers where the question word does not match the text word;	They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions;	recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry;	draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.

Inferential reading skills	make some inferences, answering 'how' and 'why' questions which may reach beyond the text;	guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;	predict what might happen next, on the basis of what has been read so far;	explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message;	learn about cause and effect e.g. what has prompted a character's behaviour.	In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.
Response to text	develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i> ,	stories and non-fiction at a level beyond their independent reading ability;	participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i> , taking turns and listening to others;	discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i> , once the story has become familiar;	talk about how different items of information in non-fiction texts are related;	<i>recognise simple recurring literary language</i> e.g. once, long ago; far, far away; we shall have snow; <i>clarify the meaning of words, linking new meanings to known vocabulary</i> ; discuss favourite words/ phrases.
Fluency and phrasing	continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (<i>e.g. purple-gold book band</i>);	read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;	recite familiar poems by heart;	read many Y2 CE words automatically by sight;	read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending;	check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.

Text Map for Robins Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	George's Marvellous Medicine by Roald Dahl. The Dark by Lemony Snicket	The Secret Reindeer by Anne Booth Dachy's Deaf by Jack Hughes Zola Gets Hearing Aids by Narita Snead	Tom Palmer – Defenders, Dark Arena The Battle of Bubble and Squeak by Philippa Pearce Jabari Jumps by Gaia Cornwall	When the Giant Stirred by Celia Godkin Anisha Accidental Detective by Serena Patel The Lion the Witch and the Wardrobe by C.S. Lewis Last Stop on Market Street by Matt de la Pena	Ferno the Fire Dragon by Adam Blade Charlotte's Webb by E.B. White The Hodgeheg by Dick King-Smith (if not used in Y2) Planet Omar Accidental Trouble Magnet by Zanib Mian	Oliver and the Seawigs The secret of the night train by Sylvia Bishop When Stars are Scattered by Victoria Jamieson and Omar Mohamed Christophe's Story by Nicki Cornwall
Reading Instruction	Stig of the Dump by Clive King	Ug, Boy Genius by Raymond Briggs. Wild Robot by Peter Brown	Escape from Pompeii by Christina Balit	The Firework Maker's Daughter by Phillip Pullman	An Anthology of Intriguing Animals by Ben Hoare	The Human Body (library)
Writing	Stone Age Boy by Satoshi Kitamura (narrative)	The Iron Man by Ted Hughes (narrative)	The Street Beneath my Feet by Charlotte Guillian (information writing)	Poetry focus Diary writing	An Anthology of Intriguing Animals (information writing)	The Incredible Book Eating Boy by Oliver Jeffers (narrative)
Non-fiction/Topic texts	The Stone Age by Marcia Williams Usborne Beginners – The Stone Age Building a Home by Polly Faber and Klas Fahlen All the Ways to be Smart	Michelle Robinson: How to wash a woolly mammoth The Secrets of Stonehenge by Nick Manning	Mosaics by Nathaniel Harris Usborne Roman Soldier's Handbook	Rotten Romans by Terry Deary Usborne Roman Britain	The Young Person's History Guide to Canterbury Your Name is a song by Jamilah Thompkins Bigelow The Big Book of Mammals (Mrs W)	The Skeleton (library) The World came to My Place Today What is a Refugee by Elise Gravel Malala's Magic Pencil by Malala Yousafzai
Poetry	My Shadow by Robert Louis Stevenson Revolting Rhymes by Roald Dahl Skipping rhymes	The Works collected by Pie Corbett A Christmas Stocking	The Puffin 20 th Century Collection of Verse	I go Ape & Knock Down Ginger by Brian Moses The Romans Rap (Sing up) Gran can you Rap?	Tiger, Tiger (Animal Poems)	A first Book of the Sea
De-coding & word reading 1500-2000 words	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the		read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where		They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	

	meaning of new words they meet		these occur in the word.			
Literal understanding & retrieval	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used);	they scan for alternative synonyms or phrases.	They can: check the accuracy of what they are retrieving by reading around the words or phrases they find;	locate and discuss words and phrases they find interesting;	ask questions which improve their own understanding.	
Inferential reading skills	draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Barney trusted Stig	with support they talk about what words mean in context.	predict what might happen from implied details or from other stories they know.	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe;	In support of inference skills, children use dictionaries to check meanings of new vocabulary;	begin to justify their inferences by locating textual evidence;
Response to text	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry,	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of ... <i>plays</i> , non-fiction and <i>reference/text</i> books;	participate in discussion about texts, sometimes listening to others;	increase their familiarity with texts including fairy stories, <i>myths and legends</i> ;	retell some of these orally; discuss words and phrases which capture their interest;	begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.
Fluency and phrasing *110wpm	Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;	read age-appropriate books (e.g. <i>lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;	read new words outside their spoken vocabulary, making a good guess at pronunciation;	when reading aloud, speak audibly and with growing fluency;	read on sight all Y2 CE words and some further exception words for Y3-4;	gradually internalise the reading process to read silently.

Text Map Year 4 Puffins

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	A River – Marc Martin (picture book) A Mummy Ate My Homework by Thiago de Moraes (class novel) The Ancient Egyptian Sleepover – Stephen Davies	The Miraculous Journey of Edward Tulane by Kate DiCamillo (Class novel)	The Legend of Podkin One-Ear by Kieran Larwood (class novel)	Varjak Paw by SF Said (class novel)	Clean Up – picture book about plastic pollution by Nathan Bryon The Tin Forest – Helen Ward Stick Man Leaf Man	Riley Can Be Anything – by Davina Hamilton (PSHE) Bloom by Anne Booth (PSHE) Rebel Dogs! Heroic Tales of Trusty Hounds by Kimberlie Hamilton Hair Love – Matthew A Cherry
Reading Instruction	Electricity Thomas Edison The History of Electricity (Twinkl) Electricity – Billy Elliot Musical Why Do People Wear Poppies? Ancient Egypt Egyptian Gods (Literacy Shed + stage 3) Important Animals (Literacy Shed + stage 3)	Rivers/Water/Poetry Rivers of the World Parts of a river The Water Cycle (information texts) Poems - The River, A River's Journey The River Nile comprehension (LS+)	Picture Books A Stone for Sascha wordless picture book by Aaron Becker My Beautiful Birds (picture book/refugees) Voices in the Park – Anthony Browne	Vikings Nat Geo Kids - Everything Vikings (e book) Viking Gods Fact Cards (Twinkl) How to Be A Viking by Cressida Cowell Viking Myths (LS+) Novel Little Badman And The Invasion Of The Killer Aunties by Humza Arshad and Henry White Animals A Day at the Zoo (LS+)	Poetry Chocolate Cake – Michael Rosen (poetry) If by Rudyard Kipling (poetry) Teeth Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Dentist Dan by Shel Silverstein and The Toothless Wonder by Phil Bolsta (poems)	Novel Kid Normal by Greg James and Chris Smith Running On The Roof Of The World by Jess Butterworth The Environment Greta's Story – The School Girl who went on strike to save the planet Sport Sisters And Champions: The True Story Of Venus And Serena Williams

Writing Text/Stimulus	The Egyptian Cinderella by Shirley Climo (traditional story)	Flood - wordless picture book by Alvaro F Villa (narrative story)	Charlie and The Chocolate Factory By Roald Dahl (narrative adventure)	And/or Battle Speech by Harold Godwinson Beowulf	The Creature - newspaper report	FEAST (Disney animation narrative story)
Non-fiction/Topic texts	Information books on Ancient Egypt A World of Cities - James Brown (geog)	Information books on The River Nile The Rhythm Of The Rain by Grahame Baker Smith (states of matter Science) Once Upon a Raindrop by James Carter	Viking Life – Invasion & Settlement by Nicola Barber Saxon Tales by Terry Deary Viking Longship – Mick Manning & Brita Granstrom	Brick who found herself in Architecture by Joshua David Stein (DT) Viking Voyagers – Jack Tite (Viking mythology) Black and British – David Olusoga	Building Boy by Ross Montgomery & David Litchfield (DT)	The Big Book of the UK by Imogen Russell Williams Viking Voyagers by Jack Tite Viking Longships by Mick Manning
Poetry	The River by Valerie Bloom A River's Journey – Angela Yardy	There's a crocodile in the house – book of poems by Paul Cookson The Works KS2 – Pie Corbett	Refugees by Brian Bilston Classic Poems to Read Aloud – James Berry	The Same Inside – poems about empathy and friendship by Liz Brownlee Beowulf Epic Poem	Daydreams and Jellybeans – poems by Alex Wharton & Katy Riddell	101 Poems for Children – Carol Ann Duffy
Fluency & Phrasing 140 wpm	recite whole poems with growing awareness of the listener;	sight-read a wide range of exception words (Y3-4 list and similar);	with support, notice where commas create phrasing within sentences;	Read with expression, using the punctuation to support meaning, including multi-clause sentences;	Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words	As decoding becomes more secure, become independent, fluent and enthusiastic readers.
Literal understanding & retrieval	Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity	Children can skim a whole text first to select which paragraph or section of text an answer may be located in		they work with texts of increasing length, to retrieve information across the whole text as well as at a local level;	they then scan the paragraph or section to retrieve the information they need,	they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.
Inferential reading skills	With growing confidence, gathering	draw inferences such as inferring characters' feelings,	justify their inferences with textual evidence, as a familiar exercise;	predict what might happen from implied details.	In support of inference skills, children use	they discuss and explain words and

	experience from texts, children learn to - identify themes across the text;	thoughts and motives for their actions;			dictionaries with growing independence, to define new vocabulary;	phrases to explore meanings in context.
Response to text	With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others;	With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others;	<i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest;	develop their familiarity with texts including myths and legends; retell some of these orally;		identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.
Word reading De-coding >2000 words	As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.			They read a wide range of exception words (Y3-4 list and similar).		As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.

Text Map for Eagles Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	Boy Overboard, Morris Gleitzman	A boy called Christmas, Matt Haig Curiosity – roamer (link to space & science topic)	Sky song, Abi Elphinstone Traction Man (picture book – fun link to science)	Clockwork – Philip Pullman The Girl of Ink & stars, Kiran Millwood Hargrave	Cogheart, Petr Bunzl A Different Pond, Bao Phi (graphic novel)	Wild in the Wind, Voices of the Future: Stories from around the world
Reading Instruction	Adventures of Odysseus, Hugh Lipton Everyday Magic, Jess Kidd (extract) 60 second speed read – revisiting method of comprehension	Who led the Gods Out (extracts), Maz Evans Amari & the Night Brothers, B B Alston (extract)	ICE TRAP, Meredith Hooper Pobble 365 image of houses on icy cliff Weather Weaver, Tamsin Mori (extract)	The Shark Caller, Zillah Bethel (extracts) Street Child, Berlie Doherty (extracts) Pobble 365	Street Child, Berlie Doherty Literacy Shed plus – worst jobs for kids (Victorian)	The Last Bear, Hannah Gold Tuesday, David Weisner The Wonder Garden You are Star dust (link to science)
Writing	Adventures of Odysseus, Hugh Lipton	Luna (digital text) Cosmic – extracts (link to science topic)	ICE TRAP, Meredith Hooper Shackleton’s journey, William Grill Quest	The Nowhere Emporium, Ross MacKenzie Voices in the Park, Anthony Browne	Oliver Twist and other tales by Valerie Wilding (podcast) Great Expectations (Abridged) The Whisp (refugee)	The Fantastic Flying Books of Mr Morris Lessmore, W E Joyce The Lost Words SDG articles – geographic The week junior
Non-fiction/Topic texts	Ancient Greece – Explorer Guide Greek Myths & Legends, Geraldine	So you think you’ve got it bad: life in Ancient Greek times	Explorers Guide/Treasury Floella Benjamin Attenborough’s Emperor Penguins Architect (linked to shelters)	Queen Victoria (V&A) In our Mothers’ house (PSHE – Diversity – families) Eyewitness Victorians You wouldn’t want to be a Victorian school child	Great Railway (video text) The Gazelle & the White Fox (Refugee week) Bluest of blues (photography in Victorian period)	Art pallet book (link to art week 6-10 th june) Our Planet (Attenborough for kids) Kitchener – WW1
Poetry	The Eagle, Tennyson Falling from the Sky: poetry of myths and legends	Remembrance poetry: Xmas poetry - Rossetti	I am the seed which grew the tree (Poetry Anthology read throughout the year)	Charles Causley Poetry (victorian poetry)	The runaway train Cloudy soup	If I had a million Onions The Highwayman, Alfred Noyes

De-coding & word reading >2000 words	Attention is paid to new vocabulary, both its meaning and correct pronunciation.		No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).		Attention is paid to new vocabulary, both its meaning and correct pronunciation.	They read some of the exception words (Y5-6 list and similar).
Literal understanding & retrieval	Children can: discuss their understanding and explore the meaning of words in context;	ask questions which develop their understanding;	retrieve key details and begin to find quotations from a whole text;	They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases;		understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.
Inferential reading skills	draw inferences independently, often justifying with textual evidence;	make predictions from implied details, both before and after events;	identify and discuss themes across a wide range of texts, both fiction, summarise main ideas;	identify and discuss themes across a wide range of texts - non-narrative and poetry; summarise main ideas;	make comparisons within and across texts, referring to both reference points;	discuss and explore the precise meaning of words and phrases in context.
Response to text	maintain positive attitudes to reading texts structured in different ways for a range of purposes;	during supported discussion, make comparisons within and across texts;	with guidance, distinguish between <i>fact and opinion</i> ;	discuss and evaluate how authors use language, considering the <i>impact on the reader</i> ;	begin to understand <i>figurative language e.g. metaphor, personification</i> .	Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i> ; during discussion, build on their own and others' ideas;

Fluency and phrasing 150 wpm	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;	read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;	prepare readings using appropriate intonation to show their understanding;	notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;	read silently and then discuss what they have read;	sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.
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Text Map for Hawks Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	What Lexie Did – Emma Shevah	Anna at War – Helen Peters	Perfectly Imperfect Stories – Leo Potion	El Deafo – Cece Bell	All the Things That Could Go Wrong – Stewart Foster	Absolutely Everything! A History of Earth, Dinosaurs, Rulers, Robots and Other Thing Too Numerous to Mention – Christopher Lloyd
Reading Instruction						
Writing	There's a Boy in the Girls' Bathroom – Louis Sachar	Goodnight Mister Tom - Michelle Magorian	Coraline - Neil Gaiman	Macbeth – William Shakespeare, The Magic Faraway Tree- Enid Blyton, Night of the Living Dummy – R.L. Stine, El Deafo – Cece Bell, Talking Turkeys – Benjamin Zephaniah	Varmints – Helen Ward	Go Big: The Secondary School Survival Guide
Non-fiction/Topic texts	Mary Anning – Fossil Hunter and Dinosaur Expert (Brilliant Biographies of the Dead Famous – Kay Barnham	Rose Blanche – Roberto Innocenti	Middleworld – J&P Voelkel	That's Life – Mike Barfield and Lauren Humphrey 100 Things to Know About Numbers, Computers and Coding – Various Authors		Go Big: The Secondary School Survival Guide
Poetry	Overheard in a Tower Block – Joseph Coelho	Remembrance Poetry	Blueberry Girl – Neil Gaiman	Talking Turkeys – Benjamin Zephaniah Quick, Let's Get out of Here! – Michael Rosen Jabberwocky – Lewis Carroll	Be The Change: Poems to Help you Save the World – Liz Brownlee, Roger Stevens and Matt Goodfellow	A Kid in My Class – Rachel Rooney and Chris Riddell
De-coding & word reading >2000 words	As for Y5, children apply their growing knowledge of root prefixes and suffixes	As for Y5, children apply their growing knowledge of root prefixes and suffixes	As for Y5, children apply their growing knowledge of root prefixes and suffixes			Children read a wide range of exception words, including the Y5-6 list and similar

		(morphology and etymology),	(morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.			words which occur in the texts they read.
Literal understanding & retrieval	During text-discussion, children can maintain focus on the subject, using notes when necessary;	independently locate information and provide reasoned justifications for their views;	routinely find accurate quotations from a whole text;	retrieve and summarise details to support opinions and predictions;	using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting	using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint.
Inferential reading skills	With confidence, fluency and independence, children - draw hidden inferences,	justifying with textual evidence, including quotations which illustrate;	make reasoned predictions from implied details;	identify and discuss themes across a wide range of texts;	summarise main ideas across whole text, note developments e.g. of a character or relationship;	make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.
Response to text	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently	building on their own and others' ideas and <i>challenging others' views courteously</i> ;	discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i> ;	identify and talk about figurative language and its impact;	distinguish between fact and opinion; explain and discuss their understanding of what they have read,	expressing their point of view; <i>provide reasoned justification for views</i> .
Fluency and phrasing 150-200+ wpm	learn and recite a wider range of poetry, sometimes by heart;	read aloud and perform poems showing understanding through intonation, tone and volume so that the	read aloud and perform plays showing understanding through intonation, tone and volume so that the	notice and respond to punctuation and phrasing when reading aloud;	automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.	Children show that they can: read age-appropriate texts fluently and with confidence;

		meaning is clear to the audience;	meaning is clear to the audience;	gain, maintain and monitor the interest of the listener;		
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