

Year A

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Marvellous Me! Or 'U for Unique!'		Our Wonderful Planet Earth	Climb Every Mountain!
	<p>EYFS Texts: Once there were Giants Funny Bones The 5 Senses We are all Different What Makes Me? Literacy Re-reading books to practise and improve their fluency.</p> <ul style="list-style-type: none"> • Sharing and discussing pictures in non-fiction books. • Looking at non-fiction books linked to their experiences. • Talking to a partner and giving feedback. • Retelling/role playing favourite books. 	<p>KS1 texts: Harry Goes to School Give Us a Smile, Cinderella The Gingerbread Man Poems on a theme: All About Me poem Fiction: The Growing Story Non-fiction: The 5 Senses Poetry: 5 Senses Fiction: Grandpa's Teeth Read words accurately:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught 	<p>Texts: <i>Poetry</i> 'Jelly Boots, Smelly Boots' by Micheal Rosen Jumpstart Poetry: Pie Corbett <i>Non fiction:</i> 'Blue Planet 2 'by James Honeyborne and Mark Brownlow BBC Books Speaking and Listening: Twinkl debate activity pack Non- fiction: 'Atlas of Ocean Adventures: A Collection of Natural Wonders, Marine Marvels and Undersea Antics from Across the Globe' by Emily Hawkins Graphic Novel: 'Flotsam' by David Wiesner Fiction on a conservation theme: 'The Last Wolf' by Mini Grey Biography: Albert Einstein Books from the Little People, Big Dreams series: Marie Curie Read words accurately:</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes, and suffixes • Draw inferences from reading • Predict from details stated and implied • Recall and summarise main ideas • Discuss words and phrases that capture the imagination <p>Understand Texts:</p> <ul style="list-style-type: none"> • Recognise some different forms of poetry • Explain and discuss understanding of reading, maintaining focus on the topic • Draw inferences, such as inferring characters' feelings, thoughts and motives 	<p>Texts:</p> <ul style="list-style-type: none"> • 'King of the Cloud Forest' by Michael Morpurgo • 'When the Mountain Roared' by Jess Butterworth • 'Shackleton's Journey' <p>The Works poetry collections, and a variety of non-fiction texts on the subject of mountains Read words accurately:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes • Read age-appropriate books with confidence and fluency <p>Understand Texts:</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction texts • Distinguish between statements of facts and opinion
Autumn 2	Colour my World			Shine a Light!
	<p>EYFS texts: A Magic Muddle Pippa's Diwali Sparks in the Sky Nursery Rhymes Non-fiction: People Who Help Us The Leaf Thief Elmer Noah's Ark Little Robin Red Vest</p>	<p>KS1 texts: Pumpkin Soup Non-fiction: Bonfire Night Rama and Sita Where the Poppies Grow Biographies of Maya Angelou & Amelia Earhart Squirrel's Autumn Search Elmer and the Big Bird Poetry- What is Pink? To read words accurately:</p>		<p>Texts 'The Girl Who Stole an Elephant' by Nizrana Rani The Works poetry collections Milestone 3 Read words accurately: Read age-appropriate books with confidence and fluency (including whole novels) Understanding texts:</p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

	<p>Literacy Understand the five key concepts about print: Print has meaning. The names of different parts of a book. Print can have different purposes. Page sequencing. We read English text</p>	<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs 	<p>from their actions, and justifying inferences with evidence</p>	<p>from their actions, and justifying their inferences with evidence</p> <ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning
<p>Spring 1</p>	<p>Space Invaders! Or To infinity ...</p>		<p>Roman Britain</p>	<p>Electric Energy & Down the River to the Sea</p>
	<p>EYFS texts: 1. Who was Galileo? 2 - Whatever Next. NF space books 3 - On the Moon/Man on the moon. 4 - Toys in space 5. Q Pootle 5/Q Pootle 5 in 6. Alien School/Beegu/Aliens love underpants Literacy: Children will develop their phonological awareness, so that they can: Spot and suggest rhymes. Count or clap syllables in words. Recognise words with the same initial sound, such as money and mother.</p>	<p>KS1 texts: 1 - Poetry to learn by heart - space poems NF - Who was Galileo? 2 - Poetry to learn by heart - space poems 3 - NF 3 - NF NCR - One Giant Leap & LPBD Neil Armstrong 4 - NF Counting on Katherine/Tim Peake 5&6 - Dr Xargle's books To read words accurately:</p> <ul style="list-style-type: none"> • Read words with contractions and understand that the apostrophe represents the missing letters • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words • Re-read these books to build up confidence in word reading <p>To understand texts:</p> <ul style="list-style-type: none"> • Recognize and join in with (including role play) recurring language • Explain and discuss understanding of texts • Discuss the significance of the title and events 	<p>Texts: <u>Reading Challenge:</u> selection of quality texts from the schools' library service Poetry: 'The Ring of Words' edited by Roger McGough Fiction: 'Queen of Darkness' by Tony Bradman (Story based on Boudicca) Myths and Legends: 'The Orchard Book of Roman Myths' by Geraldine McCaughrean & Emma Chichester Clark Non-fiction: 'Roman Army' by Ruth Brocklehurst Read words accurately:</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes • Prepare poems and plays to read aloud with expression, tone, volume and intonation <p>Understand texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise these 	<p>Texts: <u>Reading Challenge:</u> selection of quality texts from the schools' library service The Works poetry collections 'The Little Mermaid' by Hans Christian Anderson Non-fiction: a selection of texts- both online and offline- about rivers Milestone 3 Read words accurately:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency <p>Understand texts:</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Participate in discussion about books, taking turns and listening to what others say

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		<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Ask questions to improve understanding of a text 	
Spring 2	Every picture tells a story!			Spring term: Second Half: The Victorians
	<p>EYFS Texts: The Pencil I Ain't Gonna Paint No More Ish The Dot Lines That Wiggle Easter Texts</p> <p>Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p>	<p>KS1 texts: Stories by the same author Katie and the British Artists Poetry on a theme: riddles/ colour Stories on the theme: Katie and the Sunflowers Stories by the same author: Katie and the Bathers Non-fiction information texts: Andy Warhol & Pop Art</p> <p>To read words accurately:</p> <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same grapheme as above <p>To understand texts:</p> <ul style="list-style-type: none"> • Ask and answer questions about texts • Discuss favourite words and phrases • Listen to and discuss a wide range of texts 		<p>Texts: Non-fiction texts about the Victorians (online and offline) 'The Works' poetry collections Fiction: 'Street Child' by Berlie Doherty 'Rivet Boy' by Barbara Henderson</p> <p>Milestone 3 Read words accurately: Apply knowledge of root words, prefixes and suffixes</p> <p>Understand texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction • Distinguish between fact and opinion • Check that the book makes sense, discussing understanding and exploring the meaning of words within context • Retrieve and record information from non-fiction books
Summer 1	Mr McGregor's Garden		Marvellous Machines	The Mayan Civilization
	<p>EYFS Texts: Peter Rabbit (famous authors) Mad About Minibeasts (Poetry) From Caterpillar to Butterfly (non-fiction) Superworm- texts which rhyme Twist and Hop Minibeast Bop- non-fiction Snail Trail</p>	<p>KS1 texts Non Fact Files Beatrix Potter autobiography Stories by the same author ie Beatrix Potter Classic poetry: The Owl and The Pussycat, The Cow, The Caterpillar Stories on a theme: Superworm, The Owl and the Whale</p> <p>To read words accurately:</p> <ul style="list-style-type: none"> • Read words containing common suffixes • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<p>Texts: Poetry: 'Please Mrs Butler' by Alan Ahlberg 'Jumpstart Poetry' by Pie Corbett 'The Works' 'IF Poems' 'Marvellous Machines and Mini Mimi ' Fiction 'The Little Prince' by Antoine de Saint-Exupery- Well-loved Narratives 'On Beam of Light' by Jennifer Berne: biography 'On Sudden Hill' by Linda Sarah and Benji Davies- picture books</p>	<p>Texts: Non-fiction books about the Maya Civilisation Fiction: 'The Shark Caller' by Zillah Bethel</p> <p>Understand texts:</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <ul style="list-style-type: none"> • Predict what might be going to happen from details stated and implied

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	<p>Snail and the Whale- Julia Donaldson Literacy Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To understand texts:</p> <ul style="list-style-type: none"> • Join in with stories and poems • Check that reading makes sense and self-correct • Infer what characters are like from their actions 	<p>Instructions :(Quest story written as a set of instructions) 'The Cat from Hunger Mountain.' By Ed Young Drama and role-play: 'Stories from Shakespeare' by Geraldine McCaughrean</p> <p>Read words accurately:</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings <p>Understanding texts:</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Ask questions to improve understanding of a text • Recognise some different forms of poetry 	<ul style="list-style-type: none"> • 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 • Retrieve and record information from non-fiction • Distinguish between fact and opinion • Participate in discussions about books, taking turns and listening and responding to what others say
<p>Summer 2</p>	<p>Knights of Penruddock</p>			<p>The Great U.S. of A.</p>
	<p>EYFS Texts:</p> <ul style="list-style-type: none"> • Commotion in the Ocean • At the Beach- Crabby Spit • Plunge into the Pirate Pool • The Storm Whale • Rainbow Fish <p>Literacy Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of</p>	<p>KS1 Texts:</p> <ul style="list-style-type: none"> • At the Seaside- non-fiction • Lighthouse Keeper's Breakfast/ Lunch • Sir Charlie Stinky Socks books • Whales - non-fiction • Snail and the Whale <p>Dougal's Deep Sea Diary</p> <p>To read words accurately</p> <ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read books to build up fluency and confidence in word reading <p>To understand texts:</p> <ul style="list-style-type: none"> • Discuss events • Predict events • Link reading to own experiences and other books 		<p>Texts: 'The Little House on the Prairie' by Laura Ingalls Wilder A selection of non-fiction texts about USA 'Romeo and Juliet' by Shakespeare Poetry from 'The Works'</p> <p>Milestone 3 Read words accurately: Apply knowledge of root words, prefixes and suffixes</p> <p>Understand texts:</p> <ul style="list-style-type: none"> • Learn a wide range of poetry by heart • Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Provide reasoned justification for views

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	letter-sound correspondences.			

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Year B

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Home Sweet Home		Our Local Area	The Vikings are Coming!
	<p>EYFS texts Topsy and Tim Move House 3 Little Pigs Mouse House Let's Build a House This is the House that Jack Built Two Homes</p> <p>Literacy: Re-reading books to practise and improve their fluency. • Sharing and discussing pictures in non-fiction books. • Looking at non-fiction books linked to their experiences. • Talking to a partner and giving feedback. • Retelling/role playing favourite books.</p>	<p>KS1 texts All are Welcome Here! In Every House on Every Street Iggy Peck Architect Non-fiction; Builder This is the House that Jack Built Non-fiction: Homes around the World A House that once was Homes in the Past</p> <p>Read words accurately:</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <p>Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught</p>		
Autumn 2	Time Travellers!			Refugees
	<p>EYFS texts Harry- Rompin the Swamp How to Grow a Dinosaur Ten Little Dinosaurs Questions and Answers about Dinosaurs Tyrannosaurus Drip Dinosaur in My School</p> <p>Literacy</p>	<p>KS1 texts Dear Dinosaur Non-fiction: Egyptians, Great Fire of London texts, Florence Nightingale Titanicat Dinosaur poetry</p> <p>To read words accurately</p> <ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling 		

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	<p>Understand the five key concepts about print: Print has meaning. The names of different parts of a book. Print can have different purposes. Page sequencing. We read English text</p>	<p>and sound and where these occur in the word</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs 		<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning
<p>Spring 1</p>	<p>Frozen Planet!</p> <p>EYFS Texts:</p> <ul style="list-style-type: none"> • Secrets of Winks • The Great Explorer • Snow Bears • Penguins Can't Fly • Igloos - non-fiction • The Northern Lights - non-fiction <p>Literacy:</p> <p>Children will develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in words. • Recognise words with the same initial sound, such as money and mother. 	<p>KS1 Texts:</p> <ul style="list-style-type: none"> • Here Comes Jack Frost • Captain Scott • Journey to the South Pole • Tom Crean's Rabbit • Poles Apart • Aurora- A Tale of the Northern Lights • Eskimos- The Inuit People of the Arctic <p>To read words accurately:</p> <ul style="list-style-type: none"> • Read words with contractions and understand that the apostrophe represents the missing letters • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words • Re-read these books to build up confidence in word reading <p>To understand texts:</p> <ul style="list-style-type: none"> • Recognize and join in with (including role play) recurring language • Explain and discuss understanding of texts • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done 	<p>The Theory of Everything</p> <p>Texts:</p> <p>Poetry: 'The Nation's Favourite Children's Poems' Well-loved narratives: 'How the Whale Became' by Ted Hughes</p> <p>Fiction- (diary form)'Diamond Brothers' by Anthony Horowitz</p> <p>Read words accurately:</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings <p>Understand texts:</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes • Prepare poems and plays to read aloud with expression, tone, volume and intonation • Predict what might happen from details stated and implied <p>Identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Food, Glorious Food!</p> <p>Texts:</p> <p>'The Haunting of Aveline Jones' by Phil Hicke- Supernatural theme</p> <p>'Room 13' by Robert Swindells - a ghost story</p> <p>'The Works' poetry collections</p> <p>Milestone 3</p> <p>Read words accurately:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency <p>Understand texts:</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Participate in discussions about books, taking turns and listening to what others say

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<p>Spring 2</p>	<p>Bright Lights, Big City!</p>			<p>Ancient Greece</p>
	<p>EYFS texts:</p> <ul style="list-style-type: none"> • Runaway Bus • Paddington books • Mr Men Visit Buckingham Palace <p>Literacy</p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 	<p>KS1 Texts:</p> <ul style="list-style-type: none"> • All Aboard the London Bus • Finn MaCool • Myths and Legends from Wales • Katie in Scotland <p>To read words accurately:</p> <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same grapheme as above <p>To understand texts:</p> <ul style="list-style-type: none"> • Ask and answer questions about texts • Discuss favourite words and phrases • Listen to and discuss a wide range of texts 		<p>Texts:</p> <p>'The Journey of Odysseus' by Hugh Lupton and Daniel Morden</p> <p>Greek drama and mythology</p> <p>Understand texts:</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <ul style="list-style-type: none"> • Predict what might be going to happen from details stated and implied • 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 • Retrieve and record information from non-fiction • Distinguish between fact and opinion • Participate in discussions about books, taking turns and listening and responding to what others say
<p>Summer 1</p>	<p>Rumble in the jungle!</p>		<p>Early Civilization</p>	<p>Our Precious Planet</p>
	<p>EYFS texts:</p> <p>Rumble in the Jungle</p> <p>Walking Through the Jungle</p> <p>The Star of the Zoo</p> <p>The Mixed-Up Chameleon</p> <p>Chimp+ Zee</p> <p>Monty's Magnificent Mane</p> <p>Literacy</p>	<p>KS1 Texts:</p> <p>Rumble in the Jungle</p> <p>We All went on Safari</p> <p>Abigail</p> <p>Tinga Tinga Elephant</p> <p>Tinga Tinga Giraffe</p> <p>Tinga Tinga Lion</p> <p>To read words accurately:</p> <ul style="list-style-type: none"> • Read words containing common suffixes 	<p>Texts:</p> <p>A selection of non-fiction texts about early civilisation, both on and offline</p> <p>Poetry: 'IF Poems'</p> <p>Picture books: 'On Sudden Hill' by Linda Sarah and Benji Davies</p> <p>'Stories from Shakespeare' by Geraldine McCaughrean</p> <p>Read words accurately:</p>	<p>Texts</p> <p>The Everest Files' by Matt Dickinson</p> <p>'Sky Dancer' by Gill Lewis</p> <p>'The Extraordinary Colours of Auden Dare' By Zillah Bethell</p> <p>Milestone 3</p> <p>Read words accurately:</p> <p>Apply knowledge of root words, prefixes and suffixes</p>

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	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>To understand texts:</p> <ul style="list-style-type: none"> • Join in with stories and poems • Check that reading makes sense and self-correct • Infer what characters are like from their actions 	<ul style="list-style-type: none"> • Read further exception words, noting the spellings <p>Understanding texts:</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Ask questions to improve understanding of a text 	<p>Understand texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction • Distinguish between fact and opinion • Check that the book makes sense, discussing understanding and exploring the meaning of words within context • Retrieve and record information from non-fiction books
<p>Summer 2</p>	<p>Beside the seaside</p>		<p>Earth and Space</p>	
	<p>EYFS texts:</p> <p>Commotion in the Ocean At the Beach- Crabby Spit Plunge into the Pirate Pool The Storm Whale Rainbow Fish</p> <p>Literacy:</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p>	<p>KS1 texts:</p> <p>Non-fiction- At the Seaside The Lighthouse Keeper's Breakfast/ Lunch Sir Charlie Stinky Socks books Non- fiction: Whales Snail and the Whale Dougal's Deep Sea Diary</p> <p>To read words accurately</p> <ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read books to build up fluency and confidence in word reading <p>To understand texts:</p> <ul style="list-style-type: none"> • Discuss events • Predict events <p>Link reading to own experiences and other books</p>		<p>Texts</p> <p>Non-fiction texts about earth and space, both online and off-line</p> <p>Classic poetry: 'The Ancient Mariner' by Coleridge 'Space Maps' by Lara Albanese and Tommaso Vidus Rosin (non-fiction) Shakespeare: 'Macbeth'</p> <p>Milestone 3</p> <p>Read Words accurately:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes • Read age appropriate books with confidence and fluency • Recommend books to peers, giving reasons for choices • Make comparisons within and across books • Learn a wide range of poetry by heart • Ask questions to improve understanding <p>Understand Texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied

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				<ul style="list-style-type: none">Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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