



# St Martin and St Mary C of E Primary School

## Reading Subject Progression Grid

Reading- Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Friendship, Love, Trust, Honesty	Here at St Martin and St Mary Church of England Primary School we know that reading is the key to success for children. If a child reads fluently and enjoys reading (and therefore reads widely) a whole world will open up for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading to nurture life-long learners.		

**Purpose of Study:** English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**National Curriculum Subject Aims:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Specific Reading National Curriculum Aims:**

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## EYFS/National Curriculum Subject Content

<b>EYFS- Early Learning Goals</b>	<p>Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some 'rainbow words' words.</p>
<b>Key Stage 1</b>	<p><b>Year 1</b> During Year 1, teachers build on work from the early Years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.</p> <p>The understanding that the letter(s) on the page represent the sounds in spoken words underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'rainbow words' is used throughout the programmes of study for such words. Pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge in line with use of our 'Anima Phonics' Programme.</p> <p>Pupils will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Teachers ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures.</p> <p><b>Year 2</b> By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught. Pupils' reading of taught 'Rainbow words' words will be secure. Pupils will increase their fluency by being able to read these words with ease. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.</p> <p>Year 2, teachers continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up.</p>

## Key Stage 2

### Years 3 and 4

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. Children will be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They will also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this using our 'Anima Phonics' phonics programme so that they catch up rapidly with their peers. As far as possible, however, these pupils should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

### Year 5 and 6

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During Years 5 and 6, teachers continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

## Reading Skills Progression Grid

Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught 'rainbow words'/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge to decode words read aloud phonically- decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for Graphemes.</p> <p>Read Year 1 'rainbow words' words noting unusual correspondences between spelling and sound (identifying where they appear) Read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops. Begin to self-correct inaccurate reading.</p>	<p>Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed,ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading</p> <p>Note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 'rainbow words' words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words</p> <p>Automatically read polysyllabic words containing above graphemes read most words quickly &amp; accurately without overt sounding and blending. Self-correct when a sentence has been read incorrectly.</p>	<p>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 they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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 they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses. Work out the pronunciation of homophones, using the context of the sentence.</p>	<p>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.</p> <p>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary. Understand how conjunctions can be used to indicate a change of tone.</p>

Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RANGE OF READING</b>	<p>Read sentences made up of words with taught sounds and 'rainbow words' words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>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 reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>
<b>FAMILIARITY WITH TEXTS TO RETRIEVE</b> Information from the text	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Listen and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters.</p> <p>Find the answers to questions in non-fiction, stories and poems. Recognise simple recurring literary language in stories and poetry.</p>	<p>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.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing. Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>

Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DEVELOPING VOCABULARY</b> to <b>EXPLAIN</b> meaning of words	<p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>
<b>INFERENCE AND PREDICTION</b>	<p>Suggest how a story might end.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Begin to make simple inferences, e.g. discuss the significance of the title and key events of the book, responding to simple questions.</p> <p>Suggest why a character might feel a certain way.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Make simple inferences about thoughts, feelings of characters and reasons for their actions.</p> <p>Predict what might happen on the basis of what has been read so far in a text, on reading of other books by the author and own experiences.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character.</p> <p>Justify inferences and predictions using evidence from the text. Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The girls wore red flannel petticoats because that is what they wore in the olden days."</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Recognise that texts reflect the time and culture in which they were written: "Hound of the Baskervilles would have been very scary for Victorian readers."</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Use PEE (point, evidence, explain) to support predictions and inferences.</p>

Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>AUTHORIAL CHOICE</b>			<p>Identify how vocabulary choice affects meaning: "Crept lets you know they are trying to be quiet."</p> <p>Identify and comment on vocabulary and literary features: "Usually, fairy tales start with once upon a time..."</p>	<p>Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.</p>	<p>Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it has created an impact on the reader.</p> <p>Recognise the ways in which authors present issues and points of view: "She has only mentioned the bad points about air travel."</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader</p>
<b>NON-FICTION</b>	<p>Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.</p>	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit). Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.</p>

Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>READING FOR PLEASURE</b> Listening to and discussing texts. Comparing, contrasting and commenting.	<p>Listen to stories with increasing attention and recall.</p> <p>Anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Describe main story settings, events and principle characters.</p> <p>Enjoy an increasing range of books.</p> <p>Follow a story without pictures or props.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have had read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, and setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>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.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice, providing justifications for their views about a book.</p>	<p>Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text.</p>
<b>POETRY AND PERFORMANCE</b>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry</p>	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>

## Sample of Whole Class Reading Texts

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Mixture of texts					
<b>1</b>	The colour monster The crow's tale	Little people: big dreams David Attenborough There's a rang-tan in my bedroom Isaac and Iris	Beatrix Potter stories	Traction Man Vlad and the Great Fire of London	Non-fiction plant books <i>To plan</i>	Imaginative/ Creative story writing <i>To plan</i>
<b>2</b>	The Wolf's story	Hodgeheg Hedgehog explanation texts	Man on the Moon	Fantastic Mr Fox	Georges Marvellous Medicine	Charlie and the Chocolate Factory
<b>3</b>	Here We Are Into the Forrest	Stone Age Boy	Escape From Pompeii	Ice Palace	Pebble in My Pocket	Poetry
<b>4</b>	Greek Myths-various texts e.g. Illustrated Greek Myths	Non-Chronological Reports—Ancient Greeks information texts	The Iron Man	The Iron Man	Lion and the Unicorn	Lion and the Unicorn
<b>5</b>	Non chronological reports on Ancient Egypt	Robin Hood Poetry- linked with Remembrance day	Instructions linked with making slippers.  Biographical and autobiographical Text	Midnight Fox	The Piano- A Film narrative	Explanation Text Poetry with Imagery
<b>6</b>	The theory of evolution / Information Texts	The Explorer	White Fang	Way Home	Letter writing based on information text about the environment	Various texts

## Reading for Pleasure

At St Martin St Mary Primary School, we believe that all pupils deserve a rich curriculum which encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for pleasure is a core part of every pupil's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each pupil's educational achievement. We aim to promote the concept of reading for pleasure and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school libraries. We believe that all staff should be 'reading role models' for pupils, encouraging them to read widely through recommendations from their own reading. Throughout all our classrooms we recommend the use of <https://www.booksfortopics.com/booklists/recommended-reads/> to ensure the use of high quality text.