



Crowle Primary Academy

Reading Curriculum Overview

The Rose Learning Trust Curriculum drivers

Foundation Stage	A rich Early Years curriculum provides strong foundations for the rest of their time in school	Close relationships with families mean that children are supported throughout their journey	A rigorous DFE approved phonics programme ensures that children make good or better progress	A strong emphasis on Early Reading encourages children to love books	High quality provision areas provide a varied sensory experience	Year 1	Children are read to and read every day. Texts are chosen to promote a love of learning	Song, rhyme and repetition are used to learn and embed knowledge
	Children develop a more detailed understanding of the world through a rich and varied curriculum	Pupils become increasingly more confident of using devices such as clauses to improve sentence level work	Teachers consolidate phonics knowledge whilst pupils access increasingly more challenging texts	Year 3	Learning is at a pace that allows mastery of skills and processes		Children who did not pass the phonics screening are further supported so that all children are capable of decoding	Home learning allows children to share learning and consolidate knowledge
Year 4	Focus on teaching fluency that prepares pupils for Upper Key Stage 2	Pupils are well prepared and confident for the MTC	A greater involvement in activities such as pupil voice improve children's oracy		Basic skills screening in key subjects prevents further gaps in knowledge	Year 5	Pupils consolidate maths mastery skills through reasoning	Children learn to edit and improve work through peer and teacher discussion
	Secondary School	Transition activities prepare pupils for high school	Children develop independence and life skills	All children achieve results that show accelerated progress in all areas	Pupils build up a resilient work ethic, teaching explicit strategies that children can use to redraft or improve their work		Children are immersed in an oracy rich environment that empowers them and enables them to confidently construct and articulate their opinions	Year 6



The curriculum – our approach

Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.

Crowle Primary Academy curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.

We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.

We are an inclusive academy that is adaptive and responsive to individual need.

Our curriculum is underpinned by five key drivers, developed with the needs of our community in mind.



Subject specific Sequencing

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6

Key Concepts

For each subject, a set of key concepts have been identified. These are subject specific ‘big ideas’ that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.



Curriculum drivers

Below are the Key Strands that our whole curriculum is designed around.

Driver 1	Driver 2	Driver 3	Driver 4	Driver 5
Developing resilient and aspirational learners.	Developing an understanding of equality, diversity and creating culturally rich learners.	Developing environmental and sustainability aware learners.	Developing learners who are able to communicate effectively through written and spoken language.	Developing learners who can navigate, evaluate and create digital content with confidence, responsibility and critical thinking.

Our Reading curriculum supports children to develop Strands 1, 2, 3, 4 and 5 through engaging with high-quality, diverse texts as a whole class; discussing and reflecting critically on characters, themes and authorial intent; making connections to personal, societal, cultural and environmental contexts; responding thoughtfully through spoken and written language; and using digital tools to access, evaluate and create content related to their reading.



Using the research

Ofsted's Research Review Series: English (July 2022) highlights the vital role reading plays in building pupils' educational success and cultural capital. It outlines that a high-quality reading education is built upon strong foundations in both decoding (phonics) and comprehension.

Reading begins in the Early Years, where spoken language, vocabulary, and phonological awareness are developed. Systematic synthetic phonics is identified as the most effective way to teach early word reading.

However, once pupils can decode fluently, research stresses the importance of developing post-phonics reading skills, which are essential for deep understanding and critical engagement with texts.

The report identifies three interrelated components of reading:

1. Word Reading (Phonics and Fluency)

Focuses on decoding and recognising words automatically.

Early reading requires explicit, systematic phonics instruction.

As fluency increases, pupils use less cognitive effort on decoding and can focus on understanding the text.



Using the research

2. Language Comprehension

Once pupils can decode fluently, the emphasis shifts to language comprehension, which becomes the main driver of reading success.

This includes:

Vocabulary knowledge: Understanding word meanings and the relationships between words.

Background knowledge: Prior knowledge of the world is critical for interpreting texts (e.g., historical, cultural, scientific context).

Inference skills: Making logical assumptions about meaning when information is implied but not directly stated.

Understanding syntax and grammar: Grasping how sentences are structured and how this affects meaning.

Text structure and cohesion: Recognising how different types of texts (stories, reports, explanations) are organised.

The report argues that comprehension needs to be explicitly taught, not left to chance. Pupils need guidance in interpreting challenging texts, exploring figurative language, and drawing on contextual clues.



Using the research

3. Reading for Pleasure

Encourages motivation, enjoyment, and habitual reading.

Exposure to a wide range of texts (genres, authors, cultures) supports both comprehension and personal development. Reading widely and regularly reinforces vocabulary and language structures, building fluency and background knowledge over time.

Curriculum planning should sequence texts in a way that gradually builds literary complexity and cultural breadth. Teachers should read aloud regularly, exposing pupils to texts above their independent reading level to stretch vocabulary and ideas.



Key concepts

Key concepts in reading			
Decoding	Fluency	Comprehension	Reading for pleasure



How Our reading Curriculum has been designed

Our reading curriculum is rooted in research, drawing on evidence-informed approaches to ensure high-quality teaching and impactful learning. Central to our approach is the use of carefully chosen, whole texts—rich in language, diverse in perspective, and progressively structured to engage and challenge all learners. These texts are selected to reflect our curriculum drivers, ensuring we meet the specific needs and backgrounds of the children in our community, including widening their understanding of the world and their place within it.

Beyond early phonics, our reading lessons focus on developing reading fluency, vocabulary knowledge, and comprehension, enabling pupils to access increasingly complex ideas and language. We foster not only technical proficiency but also a deep appreciation of literature by encouraging pupils to see themselves as strategic, thoughtful readers, capable of interpreting, questioning, and valuing different viewpoints. In doing so, we nurture readers who are not only literate but also reflective and empowered to engage with texts in meaningful ways.



Phonics development

At Crowle Primary Academy, phonics development is systematically structured through the Read Write Inc. (RWI) programme, a proven synthetic phonics scheme designed to ensure that every child becomes a confident and fluent reader.

From the early years, children are grouped according to their reading ability and taught in small, focused groups to maximise progress. The programme introduces letter-sound correspondences in a carefully sequenced way, enabling children to decode and blend sounds to read words effectively. Crucially, the books children read are closely matched to the sounds they have been taught, allowing them to apply their phonics knowledge with confidence and build fluency without encountering unfamiliar words.

Regular assessments help track progress and regroup pupils to ensure targeted teaching meets their needs. Alongside reading, the RWI scheme also supports writing through structured activities that reinforce spelling, vocabulary, and sentence construction, laying a solid foundation for literacy success.



Language and Vocabulary

At Crowle Primary Academy, language and vocabulary development are central to our reading and wider curriculum. We prioritise the explicit teaching of vocabulary, particularly through our whole-class reading texts and carefully chosen linked texts, which provide rich and meaningful contexts for language learning. New words are clearly defined, and connections are made to pupils' existing knowledge and experiences to deepen understanding. Each word is contextualised within the text, discussed in detail, and used repeatedly in both spoken and written language to ensure it becomes embedded. Pupils are encouraged to actively use new vocabulary through structured talk, writing activities, and retrieval practice, helping them to internalise and apply sophisticated language across subjects. This deliberate and consistent approach ensures that all children, regardless of background, build a strong and confident vocabulary base that supports comprehension, expression, and academic success.

At our academy, oracy is a fundamental part of our curriculum, woven into every subject to support pupils' ability to think, communicate, and engage effectively. We use Let's Think in English across Key Stages 1 and 2 to develop pupils' reasoning, articulation, and collaborative discussion skills through structured dialogue and exploratory talk. From Reception onwards, Lyfta is used to promote oracy through immersive storytelling that also supports our commitment to diversity, global learning, and empathy. These approaches reflect the research of Neil Mercer, who emphasises the importance of "interthinking"—using talk to think collectively and build understanding—as well as the Voice 21 Oracy Framework, which underlines oracy as essential for cognitive, social, and emotional development. Our oracy-rich environment empowers children to express themselves clearly, listen actively, and participate thoughtfully, equipping them with the communication skills needed for academic success and active citizenship.



Reading for pleasure

Our curriculum deliberately supports pupils' reading for pleasure and draws on research conducted by The Open University and The UK Literacy Association (UKLA) in 2019. This found that a 'robust Reading for Pleasure pedagogy' encompasses four practices:

1. Reading Aloud
2. Informal book-talk and recommendations
3. Independent reading time
4. A highly social reading environment



Reading for pleasure

In addition to this, the research also found that Reading for Pleasure pedagogy must be explicitly planned for and be learner-led, informal, social and supported by 'texts that tempt'.

We aim to foster a lifelong love of books and story-telling, encouraging children to view reading not just as an academic task but as an enjoyable and rewarding activity. By cultivating positive attitudes towards reading early on, we aim to develop pupils' imagination, empathy and critical thinking skills. Our intent is to create a reading rich environment where pupils feel motivated and empowered to explore diverse texts that reflect interests, cultures and experiences. This approach supports language development, enhances vocabulary and builds a strong foundation for future learning across the curriculum.

In Crowle primary:

Libraries and classroom book areas are well stocked with a range of high quality books that reflect interests, backgrounds and reading levels

- Children are given time to read independently and enjoy a book without assessment pressure every day (DEAR)
- Teachers read aloud daily to classes, modelling expressive reading and introducing children to books they may not choose themselves
- We host author, illustrators or storytellers and celebrate events, such as World Book Day
- Staff are reading role models and share what they're reading, creating a culture of reading throughout the school
- We train reading ambassadors where older children and younger children read together
- We let children choose their own reading materials
- We encourage families to read together at home and provide 'book collection' books above the child's reading level and guidance on how to support reading engagement



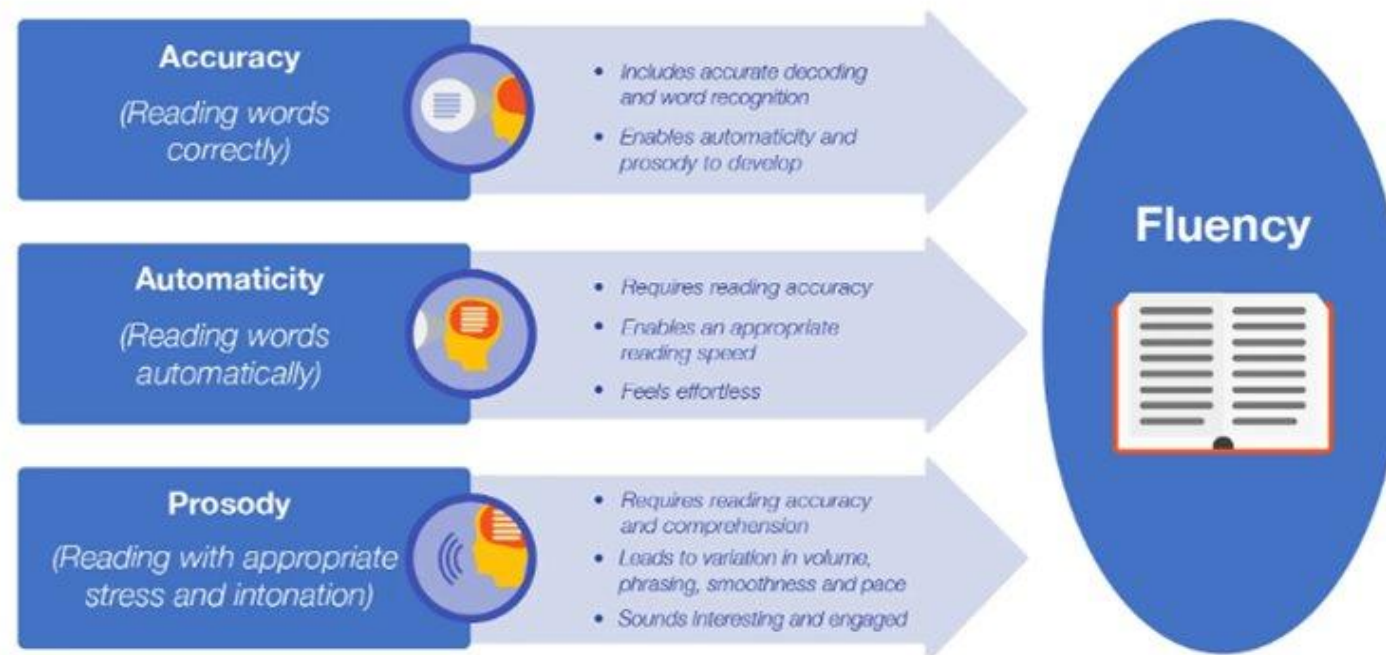
Reading fluency

At our school, reading fluency is a key component of our reading curriculum, recognised as the essential bridge between phonics and comprehension. Fluency is explicitly taught through dedicated fluency lessons, particularly in Key Stage 1 and lower Key Stage 2, where pupils are still developing automaticity in decoding. As children become more confident and fluent readers, the emphasis shifts towards extended and close reading, allowing them to engage with more complex texts and deeper comprehension. Our fluency lessons are underpinned by the three key components of fluency: accuracy (correct word reading), automaticity (reading with ease and speed), and prosody (reading with expression and phrasing that supports meaning).



Reading fluency

Figure 5: Reading fluency



These elements are embedded into regular practice to help children develop confident, expressive reading. To further support fluency, we use Reader's Theatre, informed by EEF guidance, at least half-termly across KS1 and KS2 to promote repeated reading, performance, and oral confidence.



Reading fluency



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/ or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.



Reading fluency

We teach reading fluency because research shows it is vital for unlocking comprehension—without fluent reading, pupils struggle to focus on meaning. Where gaps are identified, we provide targeted fluency interventions to ensure all children can access the curriculum and make strong progress as readers.



Reading fluency

Strategy		Expectations
Teacher-led modelled fluency	Pupils hear how a text sounds when read fluently and can identify what aspects of fluency were used. Prosody (like language) is usually acquired naturally as children grow and listen to prosody being modelled around them. Hearing an adult read aloud with expression or appropriate prosody demonstrates to children how to give meaning to what is read through varied pitch (frequency), intensity (emphasis on a syllable), and duration (length of the word and pauses between words).	<p>Adults</p> <ul style="list-style-type: none">- Adults will prepare how to read a text to the children to ensure that expert prosody is modelled. See the Reading Framework Appendix 4 for further support.- Adults to use 6Ps of fluency when identifying what aspects of fluency were used. <p>Children</p> <ul style="list-style-type: none">- Children will use 6 Ps when identifying what aspects of fluency were used

Reading fluency



Strategy		Expectations
Echo reading	<p>Children can develop fluent reading skills through a guided approach. This method helps improve their:</p> <ul style="list-style-type: none"> • expression, • automaticity, rhythm, and phrasing, • smoothness. <p>The teacher begins by reading a short section of the text aloud while the children follow silently in their own copies. The section may be a sentence, paragraph, or short passage. Afterward, the children echo the section back. It's important that the sections are long enough to encourage children to rely on the written text, rather than simply recalling what the teacher said.</p> <p>Next, the teacher gradually releases responsibility to the children by having them work in pairs for partner reading. Partner A (the stronger reader) reads the same passage aloud while Partner B follows along in the text and monitors. They then switch roles— Partner B reads while Partner A tracks and monitors.</p>	<p>Adult</p> <ul style="list-style-type: none"> - To use phrase 'tracking finger' and 'eyes down' before reading. - Adults to ensure all children are tracking and looking at the text. - If children are not echoing it back as modelled, adult to repeat adding an explanation e.g. 'listen how my voice went up at the end of the sentence because there is a question mark.' - If an adult is supporting, they are to ensure all children are tracking of they support children to track. - Adults will prepare how to read a text fluently to ensure consistency for each read. - If partners are used, adults decide partners prior to the lesson and can articulate decision. <p>Children</p> <ul style="list-style-type: none"> - Children to use their finger to track the text when an adult is reading. - All children to echo the text back by reading the words. - All children to read out loud.

Reading fluency

Strategy		Expectations
Choral reading	<p>This strategy involves reading a passage aloud in unison and can be carried out individually, in small groups, or as a whole class. During choral reading, it's important to actively monitor students to ensure everyone is engaged. One effective way to do this is by prompting different groups to read aloud mid-session—for instance, inviting girls, boys, children with blue eyes, or those seated at a particular table.</p> <p>To support gradual independence, adults can reduce the volume of their voice with each repeated reading. This gradual withdrawal helps shift the responsibility for reading to the children.</p>	<p>Adults</p> <ul style="list-style-type: none">- Adults plan before choral reading which children they monitor, based on AfL.- Adults will plan which passage will be chorally read prior to the lesson. <p>Children</p> <ul style="list-style-type: none">- Children to use their tracking finger to track the text while an adult is reading.- All children read out loud.



Reading fluency

Strategy		Expectations
Repeated reading	Children re-read a short text several times, either a set number of times or until they achieve an appropriate level of fluency. This method effectively builds accuracy and automaticity, especially when encountering complex tier 2 and 3 vocabulary in subjects with demanding language, such as science. Text marking can be used to highlight how different parts of the text should sound when read aloud—for example, underlining a word, phrase, or part of a word to indicate emphasis. This is a key strategy, helping to make repeated reading both purposeful and engaging.	<p>Adults</p> <ul style="list-style-type: none">- Adults give a purpose as to why children need to repeatedly read a short text e.g. for performance.- Agreed text marking symbols are used. <p>Children</p> <ul style="list-style-type: none">- Agreed text marking symbols are used.- All children read out loud.



Comprehension

At our school, we follow a research-informed approach to reading, drawing on Christopher Such's principles of close reading and extended reading to deepen pupils' comprehension and engagement with texts. As children move beyond early fluency, the balance of reading instruction shifts—with fewer dedicated fluency lessons and an increasing number of close and extended reading sessions, particularly in Upper Key Stage 2.

Close reading lessons are designed to help pupils engage thoughtfully with high-quality texts, exploring vocabulary, sentence structure, authorial intent, and deeper meanings through structured questioning and discussion. These sessions promote critical thinking, inference, and a greater appreciation of how texts are constructed.

Alongside this, extended reading lessons provide opportunities for pupils to read and enjoy whole texts over time, building reading stamina, enjoyment, and wider knowledge. These sessions support Such's view that volume and variety of reading are crucial for vocabulary growth, background knowledge, and overall reading success. The number and structure of close and extended reading lessons vary by year group, depending on pupils' reading development. For example, younger pupils in KS1 and lower KS2 may still require more fluency support, while older pupils engage more regularly with extended texts and complex ideas. This adaptive structure ensures all children continue to grow as fluent, thoughtful, and motivated readers.



Progression of skills

EYFS

At our school, reading skills in the Early Years Foundation Stage (EYFS) are developed through a rich and structured approach that prioritises foundational literacy, oracy, and fluency. We follow the Read Write Inc. phonics programme with fidelity, ensuring children secure essential skills in decoding, blending, and early comprehension. This structured teaching provides a strong foundation for reading success. Teachers also use Drawing Club to ignite children's imagination, develop vocabulary, and strengthen oracy through storytelling and shared language experiences. Daily storytime offers opportunities for children to hear fluent, expressive reading, helping to model prosody and support their own fluency development. Weekly book sharing sessions involve reading a high-quality text, with rich book talk captured in a class floor book. These sessions promote discussion, critical thinking, and deeper understanding of texts. Carefully chosen books expose children to a wide range of genres and include diverse characters and settings, aligning with our key curriculum drivers and broadening children's cultural awareness and language experiences.



Progression of skills

Key Stage One

In Year 1, reading progression is carefully structured to build on the strong foundations established in EYFS. Children continue to follow the Read Write Inc. phonics programme, with books closely matched to their current phonics learning to support decoding and comprehension. To build fluency, children also take home a book from a previous book band level, alongside a non-fiction text to broaden their reading experience. Once children have successfully completed the phonics programme, they move on to whole class reading lessons, which become the primary focus. Those who require further phonics support continue with Read Write Inc. into Key Stage 2 to ensure no child is left behind.

In Year 1, children take part in scaffolded reading sessions alongside their daily phonics lessons to reinforce and deepen their reading skills. These sessions provide targeted support, enabling children to apply their phonics knowledge in a meaningful context while developing fluency, comprehension, and confidence. Teachers carefully guide children through texts, modelling strategies such as decoding, predicting, and retrieving information, ensuring all pupils are supported at the right level to make sustained progress in their reading journey.

As children move into Year 2, the focus of reading shifts from scaffolded support to developing greater fluency and engaging in extended reading opportunities. Building on the strong foundations of phonics and scaffolded reading in Year 1, children gradually move away from scaffolded reading and take part in daily whole class reading lessons that promote expressive, confident reading and deeper comprehension. These lessons are structured into three reading fluency sessions and two close reading lessons each week, allowing children to practise reading with accuracy and expression while also exploring texts in greater depth. This balanced approach supports the development of reading stamina, vocabulary, and inferencing skills, effectively preparing children for the demands of Key Stage 2.



Progression of skills

Y2-6

Whole Class Reading

From Year 2 onwards, children take part in daily whole class reading lessons using carefully selected, high-quality core texts. Each class has a core text linked to their learning cycle, ensuring reading is integrated meaningfully across the curriculum. Lessons are planned sequentially and progressively to build comprehension skills, deepen understanding, and encourage critical thinking.

Before reading, children are supported to make predictions, activate prior knowledge, and make connections to the text, author, or genre. This pre-reading stage enhances engagement and sets a purposeful context for learning. Throughout the week, lessons focus on different reading domains, with opportunities to revisit and reflect on the text.

Fluency Lessons

Dedicated fluency lessons take place for all pupils from y2-y6 and are designed to develop the three key components of fluency: accuracy, automaticity, and prosody. These sessions include repeated reading, modelling of expressive reading, and structured opportunities for pupils to read aloud. Comprehension and discussion are integrated, helping children understand and enjoy what they read while improving their reading pace and confidence.



Progression of skills

Extended Reading Lessons

Pupils participate in an extended reading lessons where they are immersed in the core text. These sessions allow for sustained reading and exploration of longer passages, promoting reading stamina and deep engagement. During these lessons, teachers carefully track and support individual children's progress, addressing misconceptions and tailoring support where needed.

Close Reading

Close reading lessons focus on disciplinary knowledge and help children develop a more analytical approach to texts. These lessons support children in understanding how texts are structured, how language is used, and how meaning is conveyed. Children learn to read like writers and think critically about the author's choices. This includes comparing texts, analysing word choices, and exploring narrative techniques.

Across all reading lessons, vocabulary is taught explicitly and purposefully. Teachers introduce key vocabulary before reading, model it during discussions, and reinforce it through a range of strategies to support long-term retention and usage. Vocabulary is selected to extend pupils' language and support their understanding of the texts.

Texts are mapped out across the school, ensuring progression in text complexity, genre, and themes. Our text selection reflects our school's key drivers, including diversity, inclusion, and cultural capital. Pupils encounter a broad range of genres and authors, building a rich and varied reading experience throughout their time at our school.



Crowle Primary Academy – curriculum overview

Year Group	Unit Number	Structure (Text Titles)	Themes & Perspectives	Familiarity of Content	Language Choices	Comparing and Making Links (Link Extracts)	Diversity of Perspective, Content and Language	Tier 2 Vocabulary	Reading for Pleasure
Year 1	RfP alongside writing	Narrative: How To Catch A Star (Oliver Jeffers)	Friendship, problem-solving, cooperation	High – relatable social situations	Simple, humorous, repetitive	Compare with The Way Back Home (friendship & adventure)	Inclusive, imaginative storytelling	star, catch, lasso, jetty	Fun, engaging story with humor
Year 1	RfP alongside writing	Information Text: Seasons	Nature, changes, environment	High – familiar natural cycle	Factual, descriptive	Link with Owl Bat (animal adaptations to seasons)	Real-world science knowledge	season, weather, change, cold, warm	Informative, supports science learning
Year 1	RfP alongside writing	Narrative: The Way Back Home	Adventure, friendship, courage	Moderate – imaginative journey	Simple, clear, repetitive	Compare with Stuck for journey and friendship themes	Inclusive, imaginative perspectives	home, plane, friend, fly, lost	Imaginative and heartwarming



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Year 1	RfP alongside writing	Narrative: Wombat Goes Walkabout	Exploration, nature, independence	High – animal behavior familiar	Clear, descriptive	Link with Owl Bat and Seasons for animal and nature themes	Focus on wildlife and Australian animals	walkabout, explore, bush, animal	Engaging animal story
Year 1	LTE	Information Text: Owl Bat	Nocturnal animals, animal behavior	Moderate – animals, night-time concepts	Factual, clear	Link with Wombat Goes Walkabout for animal info	Non-fiction, scientific knowledge	nocturnal, bat, owl, night, fly	Fascinating animal facts
Year 1	LTE	Narrative: Who Did It? (Mystery fiction)	Curiosity, problem-solving	Moderate – mystery and inquiry	Simple, suspenseful	Compare with Clockwork for problem-solving narrative	Develops reasoning and inference skills	mystery, clue, find, solve, who	Engaging, interactive
Year 1	LTE	Narrative: Clockwork	Mystery, suspense, friendship	Moderate – fairy tale style	Descriptive, suspenseful	Link with Who Did It? for mystery theme	Classic storytelling with suspense	clock, mystery, wind, dark, friend	Captivating, classic-style story
Year 1	LTE	Narrative: Zog	Courage, learning, perseverance	Moderate – familiar school and growth themes	Repetitive, rhythmic	Link with other Julia Donaldson texts	Classic picture book with inclusive themes	dragon, learn, brave, prize, fly	Popular, rhythmic, entertaining



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Year 2	RfP alongside writing	Narrative: Milo Imagines The World	Imagination, empathy, perspective	Moderate – familiar contexts	Descriptive, emotive	Compare with other perspective-taking texts	Diverse cultural views, creative thinking	imagine, perspective, explore	Inspires creativity and empathy
Year 2	RfP alongside writing	Instructional Text: How to Make a Bird Feeder	Environment, nature, instructions	Moderate – real-world knowledge	Clear, direct, procedural	Link with other environmental texts	Practical knowledge, environmental awareness	build, feeder, materials, environment	Engaging and hands-on
Year 2	RfP alongside writing	Narrative: The Lighthouse Keeper's Lunch	Friendship, problem-solving, community	Moderate – familiar village setting	Descriptive, humorous	Compare with other community stories	Local setting, interpersonal relationships	lunch, lighthouse, problem, teamwork	Humorous, engaging story
Year 2	RfP alongside writing	Non-Fiction: The Great Fire of London	History, disaster, resilience	Moderate – historical event	Factual, clear, descriptive	Link with other historical non-fiction texts	British history, factual content	fire, London, rescue, rebuild	Informative, sparks curiosity



Year 2	1	Narrative: Dolphin Boy (Michael Morpurgo)	Courage, friendship, recovery	Low to moderate – emotional and unfamiliar	Poetic, emotive	Compare with other animal rescue stories	Diverse perspectives, animal-human bond	courage, rescue, friendship, recovery	Emotional and inspiring
Year 2	2	Narrative: The Secret Sky Garden	Environment, hope, community	Moderate – imaginative	Descriptive, poetic	Link with other environmental and hope texts	Promotes environmental care and diversity	garden, sky, community, hope	Uplifting and imaginative
Year 2	LTE	Narrative: Bear, Elsie, Something Else	Friendship, acceptance, belonging	High – relatable social situations	Simple, clear, repetitive	Compare Something Else and Elsie on difference and friendship	Inclusive themes, social-emotional learning	friend, different, belong, kind	Warm stories encouraging empathy
Year 2	LTE	Narrative: Hat	Belonging, identity, emotions	High – familiar emotions and identity	Simple dialogue, repetition	Links to Something Else for acceptance themes	Celebrates individuality and diversity	different, sad, happy, same	Gentle story supporting social development
Year 2	LTE	Poetic Narrative: Dark, Luna	Fear, comfort, night	Moderate – sensory, abstract concepts	Poetic, evocative	Compare Dark and Luna for mood and imagery	Universal emotional experiences	dark, light, moon, safe, calm	Atmospheric and reflective poems
Year 2	LTE	Narrative: Kites, Wild	Freedom, nature, joy	High – familiar outdoor experiences	Descriptive, repetitive	Compare Kites and Wild for nature themes	Positive portrayal of nature and play	fly, wind, sky, happy, soar	Uplifting, promotes connection to nature
Year 2	LTE	Information Text: Chinese New Year	Cultural traditions, celebration	Moderate – cultural awareness	Factual, descriptive	Link with other cultural and festival texts	Diverse cultural content	festival, tradition, celebrate	Engaging, supports cultural understanding
Year 2	LTE	Narrative: Fish is Fish, Rosie’s Walk	Animal behavior, exploration	High – familiar animal themes	Clear, repetitive	Compare animal journeys and behavior	Focus on nature and animals	walk, swim, explore, safe	Fun, engaging animal stories
Year 2	LTE	Narrative Mystery: Mystery	Curiosity, problem-solving	Moderate – encourages questioning	Simple, suspenseful	Links with other mystery texts	Develops inference and reasoning	mystery, find, clue, solve	Interactive and engaging

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Year 3	1	Poetry: Nature Poems (Fireplace – Ted Kooser)	Nature, observation, appreciation	High – familiar natural world	Poetic, metaphorical, sensory	Compare with other nature poems	American poet, universally accessible themes	flicker, ember, hush, glowing, drift	Imagery-rich, promotes expressive language
Year 3	2	Persuasive Non-Fiction: Kids Fight Plastic	Activism, environment, responsibility	Moderate – environmental themes known	Direct, punchy, persuasive	Compare with other environmental campaigns	Global youth activism	plastic, campaign, ocean, action, pollution	Empowering and energising
Year 3	3	Narrative: Bill's New Frock	Gender identity, stereotypes, fairness	Moderate – school setting, unfamiliar	Humorous, conversational, impactful	Link with Julian Is a Mermaid	Inclusive themes challenging stereotypes	frock, embarrassed, unfair, identity, confidence	Engaging with social message
Year 3	4	Dual Narrative Picture Book: Invisible / The River	Belonging, invisibility, emotion	Moderate – emotional themes, abstract	Poetic, symbolic, minimal text	Compare with The River and Leaf	Mental health and wellbeing focus	invisible, current, flow, silence, connection	Emotionally rich, visual reading
Year 3	5	Narrative: Birdsong	Grief, healing, nature, friendship	Low to moderate – new themes	Lyrical, reflective	Compare with The Heart and the Bottle	Diverse family and emotional themes	echo, soothe, loss, comfort, melody	Powerful and empathetic



Year 3	LTE	Narrative / Poetic: Who, What, Where	Identity, inquiry, exploration	Moderate – abstract questioning themes	Poetic, reflective	Link with Before and After for narrative sequence	Broad perspectives on self and environment	who, what, where, question	Thought-provoking, encourages curiosity
Year 3	LTE	Narrative / Informational: Kids	Childhood, environment, action	High – familiar child-centered themes	Simple, descriptive	Compare with Alike for similarities and differences	Inclusive of childhood experiences	play, learn, change, environment	Engaging, relatable stories
Year 3	LTE	Narrative: Before, After	Time, change, cause and effect	Moderate – chronological concepts	Clear, sequential	Link with Journey and Quest for story progression	Universal, accessible themes	before, after, change, cause	Clear, logical narrative structure
Year 3	LTE	Narrative: Alike	Similarity, difference, acceptance	High – familiar social themes	Descriptive, simple	Compare with Promise for themes of relationships	Celebrates diversity and social understanding	alike, different, same, friend	Positive, inclusive stories
Year 3	LTE	Narrative: Present, Promise	Relationships, hope, commitment	Moderate – emotional themes	Reflective, poetic	Link with Return and Journey for emotional arcs	Emotional and social perspectives	promise, present, hope, gift	Reflective, encourages empathy
Year 3	LTE	Narrative: The Wall	Barriers, conflict, resolution	Moderate – social issues	Symbolic, descriptive	Compare with Wolves for conflict themes	Social awareness and metaphorical language	wall, block, barrier, divide	Thoughtful, promotes discussion
Year 3	LTE	Narrative: Journey, Quest, Return	Adventure, challenge, growth	Moderate – classic narrative structure	Descriptive, action-oriented	Link all three for narrative journey cycle	Universal story themes	journey, quest, return, challenge	Engaging, classic storytelling
Year 3	LTE	Narrative: Wolves	Fear, survival, nature	Moderate – animal and emotional themes	Descriptive, tense	Link with Wild and Journey for nature and survival themes	Emotional and natural world perspectives	wolves, fear, hunt, survive	Exciting, suspenseful story

Crowle Primary Academy – curriculum overview



Year Group	Unit Number	Structure (Text Titles)	Themes & Perspectives	Familiarity of Content	Language Choices	Comparing and Making Links (Link Extracts)	Diversity of Perspective, Content and Language	Tier 2 Vocabulary	Reading for Pleasure
Year 4	1	Poetry: Still I Rise	Resilience, empowerment, identity	Moderate – historical/social themes	Powerful, rhythmic, figurative	Link with Ban on Social Media for themes of rights and voice	Diverse cultural and social justice perspectives	rise, hope, struggle, strength	Inspiring, promotes confidence
Year 4	2	Narrative: Iron Man	Friendship, courage, technology	Moderate – sci-fi/fantasy	Descriptive, engaging, imaginative	Compare with Charlie and the Chocolate Factory for fantasy	Classic and modern storytelling	iron, machine, friend, fear	Classic, engaging story
Year 4	3	Newspaper Report: The Creature	Reporting, mystery, factual writing	Moderate – realistic and mysterious	Formal, factual	Link with Ban on Social Media for non-fiction writing styles	Media literacy, critical reading	report, creature, mysterious	Engaging investigative text
Year 4	4	Narrative: Charlie and the Chocolate Factory	Adventure, family, morality	High – familiar classic children's book	Descriptive, imaginative	Compare with Feast for themes of kindness and sharing	Classic literature with wide appeal	chocolate, factory, golden	Beloved classic, fun and imaginative



Year 4	5	Website Article: Ban on Social Media for Under 13 Year Olds	Digital safety, responsibility, debate	Moderate – relevant contemporary issue	Formal, persuasive	Link with The Creature for non-fiction style	Current, real-world topic	ban, social media, underage	Relevant, encourages critical thinking
Year 4	6	Narrative: Feast	Friendship, kindness, generosity	High – relatable friendship theme	Clear, simple, descriptive	Compare with Charlie and the Chocolate Factory for positive themes	Inclusive and heartwarming storytelling	feast, share, kindness	Heartwarming, promotes empathy
Year 4	LTE	Narrative / Poetic: Philip, Bernard	Friendship, identity, emotions	Moderate – social and emotional themes	Descriptive, emotive	Link Philip and Bernard for character development	Varied emotional experiences	friend, lonely, happy, sad	Thoughtful, character-driven stories
Year 4	LTE	Narrative / Poetic: Black Dog, Mysteries	Fear, mystery, overcoming challenges	Moderate – universal emotional themes	Figurative, suspenseful	Compare Black Dog and Mysteries for mood and tone	Diverse psychological perspectives	fear, dark, mystery, shadow	Atmospheric, engaging poems and stories
Year 4	LTE	Narrative: Halvar, Splash	Adventure, bravery, discovery	Moderate – classic adventure themes	Clear, action-oriented	Link Halvar and Splash for adventure and challenge	Classic narrative themes	brave, splash, jump, fight	Exciting, action-packed stories
Year 4	LTE	Poetic / Descriptive: Rain, Rainbows, Old	Nature, change, reflection	High – familiar natural phenomena	Evocative, sensory	Link Rain and Rainbows for weather themes	Nature appreciation and sensory description	rain, rainbow, old, bright	Reflective and sensory poetry
Year 4	LTE	Poetic / Descriptive: Blue, Yellow, Red, Shirley	Color, emotion, identity	Moderate – abstract and emotional themes	Descriptive, poetic	Compare Blue, Yellow, Red for color symbolism	Varied cultural and emotional perspectives	blue, yellow, red, color	Creative, imaginative poetry

Crowle Primary Academy – curriculum overview



Year Group	Unit Number	Structure	Themes & Perspectives	Familiarity of Content	Language Choices	Comparing and Making Links (Link Extracts)	Diversity of Perspective, Content and Language	Tier 2 Vocabulary	Reading for Pleasure
Year 5	1	Poetry (Freedom-themed)	Liberation, voice, hope, resilience	Moderate – historical and social themes; poetic style may vary	Symbolic, emotive, varied rhythm	Compare The Caged Bird with Still I Rise or other protest poems	Diverse cultural perspectives, strong emotional impact	freedom, cage, soar, resilience, voice	Powerful, thought-provoking poems that inspire discussion
Year 5	2	Narrative (Classic novella)	Redemption, social inequality, generosity	Moderate – Victorian setting may be new, familiar cultural references	Formal, descriptive, rich in dialect and imagery	Link with Oliver Twist and other Dickens works	Historical British context, focus on class issues	miser, charity, redemption, transformation, spirit	Classic, challenging but rewarding for advanced readers
Year 5	3	Narrative (Realistic fiction)	Displacement, friendship, identity, migration	Moderate – contemporary refugee experience	Clear, emotive, conversational	Compare with Refugee Boy or The Arrival	Focus on cultural diversity and social justice	refugee, identity, resilience, friendship, hope	Engaging and relevant, fosters empathy and understanding
Year 5	4	Picture book (Poetic narrative)	Hope, loss, environmental awareness	Moderate – abstract themes, poetic language	Lyrical, metaphorical, sparse text	Link with The Lost Words or The Lost Happy Endings	Universal themes, accessible to all ages	whisper, wisp, fade, glow, renewal	Beautiful and evocative, great for shared reading and reflection
Year 5	5	Narrative (Historical fiction)	Poverty, resilience, child labour	Moderate – Victorian era setting, social realism	Descriptive, detailed, emotive	Compare with Oliver Twist, Street Child	Historical British setting, social issues focus	chimney, hardship, resilience, orphan, labour	Gritty and immersive, sparks historical empathy

Year 5	6	Narrative (Science fiction)	Medical ethics, friendship, courage	Moderate – contemporary but complex themes	Technical, emotive, suspenseful	Link with Wonder or The Boy in the Striped Pyjamas (ethical dilemmas)	Modern setting, explores medical and ethical issues	transplant, heart, courage, friendship, ethical	Compelling and thought-provoking, encourages debate
Year 5	LTE	Narrative / Poetic: Staircase, Visitor	Fear, courage, self-belief	Moderate – emotional and social themes	Poetic, evocative	Link Staircase and Life Doesn’t Frighten Me for bravery	Emotional resilience and personal growth	frighten, courage, fear, climb	Inspiring, empowering poetry
Year 5	LTE	Narrative: Milo, Maker	Imagination, creativity, problem-solving	Moderate – familiar adventure themes	Descriptive, imaginative	Compare Milo and Maker for creativity and invention	Celebrates innovation and exploration	create, make, imagine, build	Engaging, imaginative storytelling
Year 5	LTE	Poetic / Reflective: Why, Not Much Room	Curiosity, space, environment	Moderate – abstract and real-world	Reflective, questioning	Link Why and Not Much Room for environmental themes	Environmental awareness and reflection	why, space, room, question	Thought-provoking, reflective poetry
Year 5	LTE	Narrative: Tree, Home	Nature, belonging, growth	High – familiar natural and family themes	Descriptive, emotive	Compare Tree and Home for themes of belonging	Connection to nature and family	tree, home, grow, belong	Heartwarming, nature-themed stories
Year 5	LTE	Narrative: Last Stop, Ian	Journey, identity, self-discovery	Moderate – coming-of-age themes	Clear, reflective	Link Last Stop and Ian for themes of journey and identity	Diverse life experiences	last, stop, journey, find	Reflective, character-driven narratives
Year 5	LTE	Poetic / Narrative: Feathers, Conquerors	Freedom, power, history	Moderate – historical and symbolic	Poetic, descriptive	Link Feathers and Conquerors for themes of power and freedom	Historical and cultural perspectives	feather, conquer, power, flight	Inspiring, culturally rich poetry

Year Group	Unit Number	Structure	Themes & Perspectives	Familiarity of Content	Language Choices	Comparing and Making Links (Link Extracts)	Diversity of Perspective, Content and Language	Tier 2 Vocabulary	Reading for Pleasure
Year 6	1	Narrative (Adventure/Realistic fiction)	Poverty, corruption, resilience, social justice	Moderate – unfamiliar setting but relatable themes	Clear, descriptive, fast-paced	Compare with Street Child or Holes	Diverse global setting, focuses on social issues	rubbish, corrupt, resilience, injustice, survival	Engaging and thought-provoking, encourages critical thinking
Year 6	2	Narrative (Classic novella)	Redemption, social inequality, generosity	Moderate – Victorian context may be new but familiar themes	Formal, descriptive, rich imagery	Link with A Christmas Carol from Year 5 for deeper analysis	British historical setting, class issues	spirit, redemption, charity, miser, transformation	Classic text, rewarding for confident readers
Year 6	3	Narrative (Realistic fiction)	Displacement, identity, friendship, migration	Moderate – social themes, culturally diverse	Emotive, accessible, conversational	Connect with The Unforgotten Coat from Year 5	Diverse perspectives, refugee experience	refugee, identity, resilience, belonging, friendship	Relevant and empathetic, encourages social awareness
Year 6	4	Picture book (Historical fiction)	War, innocence, loss, courage	Moderate – WWII setting might be new	Poetic, evocative, minimal text	Link with Rose Blanche and The Diary of Anne Frank	European wartime perspective, universal themes	courage, loss, innocence, war, hope	Powerful and moving, excellent for discussion
Year 6	5	Mixed short texts (varied genres)	Variety of themes: conflict, hope, identity, environment	Varied – covers wide range of genres and contexts	Varied – poetry, prose, non-fiction	Opportunities to link texts by theme or author	Diverse in content, form, and style	varied vocabulary depending on texts	Provides variety and engagement, supports skills development
Year 6	6	Narrative poem (Ballad)	Love, betrayal, mystery, danger	Moderate – classic ballad style may be unfamiliar	Rhythmic, dramatic, archaic language	Compare with The Highwayman by Alfred Noyes	Traditional British literature, narrative poetry	gallop, brandish, midnight, betrayal, ghost	Dramatic and engaging, great for performance and analysis
Year 6	LTE	Narrative / Reflective: Window, Maps	Exploration, discovery, perspective	Moderate – familiar and abstract	Descriptive, reflective	Link Window and Maps for themes of perspective and journey	Varied worldviews and personal insight	window, map, explore, view	Thought-provoking, reflective texts

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Year 6	LTE	Narrative: Hole	Fear, mystery, consequence	Moderate – emotional and suspenseful	Tense, descriptive	Link with Terrible Things for themes of fear and consequence	Psychological and social perspectives	hole, fear, dark, secret	Suspenseful, engaging story
Year 6	LTE	Narrative: The Ling Walk (2 lessons)	Nature, observation, reflection	High – familiar natural setting	Detailed, descriptive	Linked lessons to explore nature and personal reflection	Connection to environment	walk, nature, listen, observe	Immersive, sensory experience
Year 6	LTE	Narrative / Symbolic: Umbrella, Island	Protection, isolation, survival	Moderate – abstract and real themes	Symbolic, descriptive	Link Umbrella and Island for protection and solitude	Diverse emotional and environmental themes	umbrella, island, protect, alone	Reflective and symbolic storytelling
Year 6	LTE	Narrative / Poetic: Terrible Things, Conquerors	Conflict, injustice, resilience	Moderate – historical and social	Powerful, emotive	Compare Terrible Things and Conquerors for conflict themes	Historical, social justice, and resilience	terrible, conquer, fight, brave	Powerful, socially aware poetry
Year 6	LTE	Poetic / Reflective: Who?, I, Too, Voices 1, Voices 2	Identity, equality, voice	Moderate – social justice and identity	Poetic, persuasive	Link all for themes of equality, identity, and empowerment	Diverse cultural and social perspectives	identity, voice, equality, too	Inspirational, promotes reflection and empathy



Crowle Primary Academy – curriculum overview

Year & Texts	Sentence Structure	Text Structure and Organisation	Cohesion and Coherence	Literary Devices and Style	Content and Themes	Punctuation and Layout	Genre-Specific Conventions
Year 1 - Stuck by Oliver Jeffers - Seasons (information text) - The Way Back Home - Wombat Goes Walkabout	Simple and compound sentences. Repetitive patterns support early readers.	Linear narratives. Clear headings in non-fiction. Predictable structure.	Repetition and clear pronoun use aid cohesion. Direct references.	Minimal use. Some personification and humor in Jeffers' books.	Everyday scenarios, friendship, curiosity. Very concrete themes.	Standard punctuation. Visual layout supports understanding.	Simple narratives and clear non-fiction layouts with labeled diagrams.
Year 2 - Milo Imagines The World - How to make a bird feeder - The Lighthouse Keeper's Lunch - The Great Fire of London (non-fiction) - The Secret Sky Garden - Dolphin Boy (Michael Morpurgo)	Emerging compound-complex sentences. Clauses used occasionally.	Slightly more complex sequences. Instructions and historical recounts.	Pronouns and sequencing require more inference. Temporal cohesion in non-fiction.	Similes, onomatopoeia, and some poetic language in fiction texts.	Imagination, kindness, historical events. Early introduction to loss and change.	Dialogue punctuation introduced. Subheadings and diagrams in non-fiction.	Informative text structures. Diary-like narrative in historical fiction.



Year 3 - Nature Poems (Fireplace – Ted Kooser) - Kids Fight Plastic - Bill’s New Frock - Invisible / The River (Picture book) - Spiderwick Chronicles inc. field guide	Wider Tier 2 range. Figurative and scientific vocabulary. Poetic diction.	More frequent complex and descriptive sentences. Some fronted adverbials.	Introduction to non-linear narratives and descriptive poetic forms.	Increased use of implicit references. Figurative cohesion in poetry.	Poetic imagery and symbolism. Use of humor and exaggeration.	Environment, gender identity, fantasy elements. Deeper moral questions.	More use of exclamations, questions, and poetic punctuation.	Fantasy field guides and structured poetry forms.
Year 4 - Anti Bullying Poems (I Rise) - The Hill We Climb - Amanda Gorman - Dreams by Langston Hughes - Iron Man - How to Train Your Dragon (continued) - The Night Bus Hero (continued) - The Dam by David Almond	Poetic and archaic language. Symbolic expressions and rich Tier 2 vocabulary.	Complex structures, embedded clauses, and varied syntax.	Dual narratives, reflective sequences, and poetic non-linear formats.	Implicit links across stanzas or sections. Perspective shifts require inference.	Metaphor, repetition, and alliteration. Stylistic contrast between genres.	Bullying, identity, resilience. Activism and emotional growth.	Creative punctuation in poetry. Varied paragraphing.	Dramatic monologue and first-person reflection in poetry and prose.



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Year 5 - Freedom-themed poetry (When to Write, The Caged Bird) - A Christmas Carol - The Unforgotten Coat - Wisp (Picture Book) - Street Child - Pig Heart Boy	Dense, symbolic, and culturally specific vocabulary. Use of idioms and allegory.	Increased use of passive voice, rhetorical devices, and varied sentence lengths.	Flashbacks and time shifts. Diary formats and character introspection.	High-level inference needed. Multiple viewpoints and textual clues.	Allegory, extended metaphor, tone shifts. Symbolism becomes central.	Freedom, morality, injustice, medical ethics. Historic and societal issues.	Colons, ellipses, and dramatic breaks. Layout reflects emotional tone.	Historical fiction, poetic allegory, diary format in memoir-style texts.
Year 6 - Macbeth - Trash - The Explorer - Rose Blanche (Picture Book) - Range of short texts - The Highwayman (Poetry)	Shakespearean and symbolic vocabulary. Rich Tier 3 and archaic terms.	Highly complex with varied syntax. Dramatic structures and poetic lines.	Non-linear, stage directions, poetic ballad structures. Flashbacks.	Dense inference. Rapid shifts in setting and speaker.	Symbolism, allusion, dramatic irony. Tone varies significantly.	Power, guilt, justice, survival, trauma. Historical and dystopian contexts.	Unusual punctuation (semicolons, dashes). Ballads and scripts challenge fluency.	Shakespearean drama, narrative poetry, dystopian and historical fiction.



Progression of National Curriculum Composites

Year 1

Word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them



Progression of National Curriculum Composites

Year 2

Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 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 graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Progression of National Curriculum Composites

Year 3

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



Progression of National Curriculum Composites

Year 4

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Progression of National Curriculum Composites

Year 5

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- Develop positive attitudes to reading and understanding by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.- Understand what they read by:
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure, and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.



Progression of National Curriculum Composites

Year 6

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Component knowledge progression

Year 1



Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> - They explain clearly their understanding of what is read to them. - Answer simple questions about characters, setting and key events in a story. - Identify and discuss the setting and names of the characters in a story. - Retell a story read or heard, using props. Sequence pictures for the beginning, middle and end of a story read. - Children participate in discussion about what is read to them, taking turns and listening to what others say. - To take turns and listen to what others say. - They recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> - Children recognise and join in with predictable phrases. They discuss word meanings and link new meanings to those already known. - To recognise vocabulary associated with different genres. - Discuss word meanings, linking to new meanings to those already known. - Capture and apply new vocabulary in writing. - Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> - Children clearly explain their understanding of what is read to them and predict what might happen on the basis of what has been read so far. - They learn to appreciate rhymes and poems, and to recite some by heart. - Listening to and discussing a wide range of poems, stories and non-fiction. - Recognise and join in with predictable phrases. - Read with some intonation and expression. 	<ul style="list-style-type: none"> - Discuss the significance of the title and events, making inferences on the basis of what is being said and done. - To also predict what might happen based on what has been read so far. - Predict whether a book will be story or non-fiction based upon the cover and title. - To make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> - Children become very familiar with key stories and retelling them. - To make links to personal experiences and make inferences about character types based on their action. - Children become very familiar with key stories, fairy stories, and traditional tales. They also consider these particular characteristics. - Recognise some typical characters and settings of fairy stories and traditional tales. Understand the difference between fiction and nonfiction. - Begin to describe the overall structure of a story, e.g. being about to answer: 'What is the problem?' - They understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter line. - To identify the title, blurb and author of a story or non-fiction book, and in turn discuss the significance of the title.

Component knowledge progression

Year 2

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none">- Children become increasingly familiar with and retelling a wider range of stories, and answering and asking questions.- Discuss the sequence of events in books and how items of information are related.- To answer questions about characters, setting/s and key events.- Answer 'find-it' questions about key information in a non-fiction text.- Explain and discuss the key information from what is seen or read.	<ul style="list-style-type: none">- Children discuss and clarify the meaning of words, linking these new meanings to known vocabulary.- Discuss their favourite words and phrases.- To recognise simple recurring literary language in stories and poetry.- Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.- Collect and apply new vocabulary in writing.- They discuss their favourite words and phrases from the text.	<ul style="list-style-type: none">- Children listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction.- Participate in discussions about books, poems and other works.- To take turns and listen to what others say.- Continue to build up a repertoire of poems with appropriate intonation.- Re-read books to build up fluency and confidence, and with some attention to expression.	<ul style="list-style-type: none">- Children make inferences on the basis of what is being said and done. To then answer and ask questions, and predict what might happen on the basis of what has been read so far.- Make predictions prior to reading based upon the title, cover and skim reading of illustrations.- Make predictions based upon events in the text so far and using experience of reading books based on familiar texts.- Begin to describe (in book talk) cause and effect.- Draw upon personal experiences when commenting on a text.- Make simple inferences about character's feelings.	<ul style="list-style-type: none">- Children are introduced to non-fiction books that are structured in different ways.- They begin to identify and name a range of common organisers in nonfiction texts, e.g. contents, headings.- To recognise and describe some typical features, similarities and differences between fiction and nonfiction texts.- Describe the overall structure of a story, e.g. how the beginning introduces and the ending concludes the action.- To orally retell a wider range of stories using actions and visual cues from the story.



Component knowledge progression

Year 3

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none">- To increase their familiarity with a wide range of books and retelling some of these orally.- Asking questions to improve their understanding of a text.- Identifying main ideas drawn from more than one paragraph and summarising these.- To retrieve and record information from non-fiction.- Find and select the word/s in a section of a text to answer find it questions.- To be able to retrieve and record information from non-fiction.	<ul style="list-style-type: none">- Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.- Discuss words and phrases that capture the reader's interest and imagination.- To identify how language contributes towards meaning and checking the book makes sense to them.- Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<ul style="list-style-type: none">- Children listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books.- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.- Participate in discussion about books that are both read to them and those they read themselves.	<ul style="list-style-type: none">- Predict what might happen from details stated and implied.- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence.- Make predictions prior to reading based upon the title, cover and skimming of illustrations..	<ul style="list-style-type: none">- Identify how structure and presentation contribute to meaning.- Read books that are structured in different ways and reading for a range of purposes.- Compare and contrast features of stories read, e.g. characters, settings and themes.



Component knowledge progression

Year 4

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none">- To increase their familiarity with a wide range of books and retelling some of these orally.- Asking questions to improve their understanding of a text.- Identifying main ideas drawn from more than one paragraph and summarising these.- To retrieve and record information from non-fiction.- Find and select words and phrases, to answer find it questions from different sections of unknown texts.- To be able to retrieve and record information from non-fiction.- Generate relevant find it questions from different sections of fiction and non-fiction texts.	<ul style="list-style-type: none">- Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.- Discuss words and phrases that capture the reader's interest and imagination.- To identify how language contributes towards meaning and checking the book makes sense to their understanding and exploring the meaning of words in context.- Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context.- Identify and generate words with similar and opposite meanings.- Recognise key vocabulary and language features from different genres and apply to writing.	<ul style="list-style-type: none">- Children listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books.- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.- Participate in discussion about books that are both read to them and those they can read for themselves.	<ul style="list-style-type: none">- Predict what might happen from details stated and implied.- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence.- Ask questions to improve their understanding of a text.- To make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres.- Children make plausible predictions based upon events and actions of characters.- Make predictions drawing upon knowledge of other texts.	<ul style="list-style-type: none">- Identify how structure and presentation contribute to meaning.- Read books that are structured in different ways and reading for a range of purposes.- Recognise and describe some features of fiction genres.- Able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.- Identify and discuss the difference between fact and opinion.- Identify and discuss the purpose of a text and the intended impact on a reader as well as words and phrases which capture a readers' imagination.



Component knowledge progression

Year 5



Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> - Asking questions to improve their understanding - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Retrieve, record and present information from non-fiction - Find, select and combine relevant words and phrases from more than one text/source to support answers to find-it questions - Identify main ideas from several paragraphs and provide key additional information to support these - Summarise in different ways, including written summary, key words, pictures/diagrams, charts, and making notes 	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand new words. - Identifying how language contributes to meaning. - Asking questions to improve understanding. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Checking that the book makes sense, discussing understanding and exploring meaning of words in context. - Apply their growing knowledge of grammar, morphology and etymology to understand new words in context. - Asking questions about vocabulary to improve understanding. 	<ul style="list-style-type: none"> - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so meaning is clear. - Recommending books they have read to peers, giving reasons for their choices. - Participating in discussions about books, building on own and others' ideas and challenging views courteously. - Explaining and discussing understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> - Asking questions to improve their understanding. - Drawing inferences such as inferring characters' feelings, thoughts and motives from actions and justifying with evidence. - Predicting what might happen from details stated and implied. - Distinguishing between statements of fact and opinion. - Making predictions about characters based on reading so far, identifying evidence within and beyond text to support opinions. - Categorising predictions as likely/unlikely based on what has been read so far. - Inferring and commenting on possible causes of events and actions. - Identifying which causes are most/least likely based on evidence in text and beyond. 	<ul style="list-style-type: none"> - Reading books that are structured in different ways and reading for a range of purposes. - Identifying and discussing conventions in and across a wide range of writing. - Identifying how structure and presentation contribute to meaning. - Read fiction and non-fiction texts structured in different ways. - Identifying, comparing and contrasting features of poetry, non-fiction, fiction. - Explaining major differences between text types. - Reading for a range of purposes: research, pleasure, locating specific information, gaining overview, comparing and contrasting.



Component knowledge progression

Year 5



Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none">- Sequence sections/outlines of unknown texts based on knowledge of genre features- Scan different texts to find evidence to support answers to questions- Skim read the text to gain the gist of main idea- Ask relevant find-it questions exploring detail or requiring comparison across fiction and non-fiction- Retrieve and record information, producing notes to support a presentation- Prior to reading, select texts/sources of information with a key question or heading in mind- Generate relevant find-it questions from different sections of fiction and non-fiction texts	<ul style="list-style-type: none">- Discuss how language contributes to overall meaning.- Discuss how authors use figurative language and impact on reader.- Comparing the impact of different language devices within a text.- Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	<ul style="list-style-type: none">- Asking questions to clarify others' opinions.- Explaining and discussing understanding of what they have read through formal debates.- Participating in discussions about books, building on own and others' ideas.	<ul style="list-style-type: none">- Justifying inferences backed by textual evidence from across the text.- Inferring and explaining how a character's thoughts, feelings or motives change over the course of the text.- Identifying statements of fact and opinion.	<ul style="list-style-type: none">- Analysing how a sentence, chapter, scene or stanza fits into overall structure and contributes to development of theme, setting or plot.- Identifying, comparing and contrasting features across texts.- Explaining why author has chosen a particular structure or use of structural organiser.



Component knowledge progression

Year 6



Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<p>Asking questions to improve their understanding</p> <ul style="list-style-type: none"> - Summarising main ideas from more than one paragraph, identifying key supporting details - Retrieve, record and present information from non-fiction - Find, select and combine relevant words and phrases from more than one text/source for find-it questions - Identify main ideas from several paragraphs or sections, providing supporting information - Summarise themes or viewpoints for different texts 	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand new words - Identifying how language contributes to meaning - Discuss and evaluate how authors use language, including figurative language, considering impact on reader - Apply growing knowledge of grammar, morphology and etymology to understand new words in context - Ask questions to clarify vocabulary understanding - Explain how words and phrases create mood, feeling or attitude 	<ul style="list-style-type: none"> - Learning a wider range of poetry by heart - Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume - Recommending books to peers, giving reasons for choices - Participating in discussions, building on own and others' ideas, challenging views courteously - Explaining and discussing understanding through formal presentations and debates - Participate in discussions, explaining understanding, challenging views and providing reasoned justifications - Comment on overall impact of a text on the reader 	<ul style="list-style-type: none"> - Asking questions to improve their understanding - Checking that the book makes sense, discussing understanding and exploring meanings in context - Drawing inferences such as inferring characters' feelings, thoughts and motives from actions and justifying with evidence - Predicting what might happen from details stated and implied - Distinguish between statements of fact and opinion, provide reasoned justifications - Make predictions about characters, plots and themes based on genre knowledge - Infer, comment on and link causes and effects of events 	<ul style="list-style-type: none"> - Reading books that are structured in different ways and reading for a range of purposes - Identifying and discussing conventions in and across a wide range of writing - Identifying how structure and presentation contribute to meaning - Reading fiction and non-fiction texts structured in different ways - Identify, compare and contrast features of fiction genres - Explain major differences between text types - Read for a range of purposes: research, pleasure, locating info, overview, compare and contrast - Analyse how sentences, chapters, scenes or stanzas fit into overall structure and contribute to theme, setting, or plot



Component knowledge progression

Year 6



Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none">- Select and apply skimming and scanning skills across curriculum texts- Generate find-it questions relevant to nonfiction sections- Ask relevant find-it questions about sections of stories read- Make notes for presentations to different audiences- Appraise a text quickly for value, quality or usefulness	<ul style="list-style-type: none">- Consider impact on reader of vocabulary and language devices- Compare impact of language devices across texts- Recognise and compare language and vocabulary features across text types and authors- Suggest how language would need to change for different audiences		<ul style="list-style-type: none">- Evaluate impact of causes and effects on people and places- Justify inferences with a range of evidence from across the text- Infer and compare different characters' thoughts, feelings and motives at same points in story	<ul style="list-style-type: none">- Identify structural organisers and make comparisons within and across books- Discuss effectiveness of different fiction and nonfiction structures/presentations



Medium term plans (knowledge sequence)

Year 3

Objectives	Knowledge	Fluency
Nature Poems: Fireplace by Ted Kooser, Treehouse by Shel Silverstein , Sun is laughing Grace Nichols, Bee! I'm Expecting You by Emily Dickinson		
<ul style="list-style-type: none"> - Recognise different forms of poetry - Perform poems with intonation, tone and volume - Discuss words/phrases that capture interest 	Substantive: Poetic devices (simile, rhyme, stanza)	<u>Fireplace</u> Pace – Encourage a slow, thoughtful pace to match the reflective tone Pause – Practise pausing at commas and full stops to preserve the meaning Phrasing – Model how to group lines into natural speech pattern
	Procedural: Reading aloud, performance skills	<u>Treehouse</u> Pitch – Emphasise fun, rising intonation to show excitement or secrecy Power – Use changes in volume to reflect the voice of the narrator Passion – Bring out the playful, imaginative voice
	Tacit: Appreciation of mood and tone	<u>The Sun is Laughing</u> Pace – Encourage a lively, rhythmic pace to reflect the poem's energy Power – Use strong, clear volume to match the brightness and joy Passion – Let students bring out the fun and tropical warmth
	Core: Poetry knowledge	<u>Bee! I'm expecting you</u> Pause – Encourage careful pausing for meaning (especially dashes, which Dickinson uses often) Pitch – Explore question intonation and emphasis on words like “bee” and “expecting” Phrasing – Help students group short lines meaningfully
	Hinterland: Knowledge of nature imagery	



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Kids Fight Plastic		
<ul style="list-style-type: none"> - Retrieve and record information from non-fiction - Use dictionaries to check word meaning - Identify structure and presentation 	Substantive: Environmental vocabulary	<p>Pace Action sections like “2-Minute Missions” Fact-based spreads (e.g., “Plastic in the Ocean” or “What’s the Problem?”) Adjust their pace to suit the content — reading fact sections slowly for clarity and mission steps with a lively, energetic pace. Why: Helps them mirror the tone — informative in one part, motivating in another.</p>
	Procedural: Retrieval, dictionary use	
	Disciplinary: How information is presented	
	Core: Environmental awareness	
	Hinterland: Context of pollution and climate issues	<p>Pause Lists of actions (e.g., “10 Things You Can Say No To”) Headings, subheadings, bullet points Children will pause at punctuation, layout breaks, and bullet points to show understanding of how the text is organised. Why: Makes complex information easier to follow when read aloud, especially in persuasive or instructional sections.</p>
		<p>Phrasing Bolded facts and short impactful sentences like: “You are part of the solution.” “Say no to plastic bottles.” Children will group words into phrases when reading aloud, focusing on powerful sentences and calls to action to keep the message clear and persuasive. Why: Helps children move away from robotic reading and toward fluent, expressive delivery of persuasive language.</p>



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Kids Fight Plastic		
		Power Title pages, slogans (e.g., “PLASTIC SUCKS!”, “FIGHT BACK!”) Personal address sections (e.g., “YOU can make a difference.”) <i>Children will use strong volume and vocal emphasis to deliver bold messages and empowering phrases with confidence.</i> Why: Reinforces the activism and sense of personal responsibility the book promotes.
		Pitch Rhetorical questions: “Do you want to be a superhero?” “Is plastic really that bad?” Exclamatory sentences <i>Children will vary their pitch to reflect question marks, exclamations, and shifts in tone — especially when reading persuasive or emotional content.</i> Why: Adds expressive variation to reading and helps listeners engage with the message
		Passion Persuasive appeals: “You can save the planet — starting now.” Mission sections encouraging action <i>Children will read with expression and feeling, showing their understanding of the author’s passionate message about protecting the planet.</i> Why: Supports children’s ability to convey meaning, purpose, and emotion through reading



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Bill's New Frock		
<ul style="list-style-type: none"> - Discuss character feelings and motives - Make predictions - Discuss vocabulary and author choices 	Substantive: Vocabulary around gender and stereotypes	Power Bold statements like “But I’m a boy!” Scenes where Bill protests unfair treatment (e.g., the football incident or classroom unfairness) Children will use strong volume and vocal emphasis when reading Bill’s reactions and moments of resistance to highlight his frustration and growing confidence. Why: Builds children’s ability to read assertively and shows how the story empowers the reader to question unfairness and gender stereotypes.
	Disciplinary: Inference, empathy, viewpoint	
	Core: Gender, fairness	Pitch Questions like: “Why was he wearing a dress?” “Was this a joke?” Conversations between characters (e.g., Bill and his mum, teachers, classmates) Children will vary their pitch to distinguish between characters and to reflect the emotional tone of questions, confusion, and confrontation. Why: Encourages characterisation and shows changes in mood — from bewilderment to indignation — helping the listener follow the emotional arc of the story.
	Tacit: Understanding emotional impact	
	Hinterland: Gender roles and social expectations	Passion Emotional lines showing Bill’s frustration: “It isn’t fair!” Reflective and meaningful ending about understanding how girls are treated Children will read with feeling to express Bill’s emotional journey and the message behind the book about gender equality. Why: Helps children convey deeper meaning and build empathy through expressive reading



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Bill's New Frock		
		Pace Fast-paced moments: Bill running to school, playground scenes Slower-paced, thoughtful moments: Bill noticing how differently he is treated Children will adjust their reading speed to match the scene — quickening during action and slowing down for reflection or tension. Why: Builds awareness of text structure and supports comprehension by aligning pace with meaning.
		Punctuation Exclamations: “But I’m a boy!” Italics and ellipses: “It was... a dress.” Dialogue punctuation Children will attend closely to punctuation to guide how they read — using intonation, pausing, and emphasis to reflect punctuation accurately. Why: Reinforces grammatical understanding and supports expressive, fluent reading.
		Pausing Commas and full stops in reflective narrative sections Paragraph breaks where Bill's thoughts shift Children will use pausing to help signal shifts in thought, emotion, or action, allowing time for the listener to absorb key ideas. Why: Enhances clarity, builds dramatic tension, and supports thoughtful engagement with the story's message.



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
The Invisible/ The River by Tom Percival		
<ul style="list-style-type: none"> - Infer meaning from images and minimal text - Discuss vocabulary and mood - Make predictions based on visuals/text 	Substantive: Emotional vocabulary	<p>Power Affirming statements like “She belonged.” Moments of transformation and community coming together The contrast between being invisible and finally being seen Children will use strong volume and vocal emphasis to highlight moments of empowerment, especially when Isabel finds her voice and identity. Why: Reinforces the themes of visibility, value, and belonging — helping children experience how voice can reflect confidence and hope.</p> <p>Pitch Questions like: “Why did no one see her?” Shifts in tone from sadness to joy throughout the story Dialogue and inner thoughts Children will vary their pitch to reflect mood changes — lower tones for sad, isolating moments and higher, warmer tones for scenes of connection and hope. Why: Enhances understanding of emotional shifts in the story and builds empathy with Isabel’s journey.</p> <p>Passion Emotional narrative lines: “Isabel tried to be brave.” Hopeful phrases: “She could make a difference.” Descriptions of struggle, kindness, and community Children will read with expression and feeling to reflect the emotional weight of the story – sadness, hope, resilience, and compassion. Why: Supports deep emotional connection to the story’s themes of poverty, dignity, and human value</p>
	Tacit: Empathy, interpretation of mood	
	Hinterland: Urban life, loneliness	



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
The Invisible/ The River by Tom Percival		
		Pace Slower scenes: Isabel’s family moving, feeling invisible Faster scenes: acts of kindness and community change Children will control their pace to reflect mood — slowing for sad or reflective parts, speeding up slightly in moments of action and joy. Why: Encourages thoughtful, sensitive reading and enhances comprehension of the story’s emotional tone.
		Punctuation Short, powerful sentences: “She felt... invisible.” Ellipses and commas signalling pauses and tension Contrast between short and long descriptive passages Children will notice and respond to punctuation marks to guide pausing, emphasis, and tone, especially where mood and rhythm shift. Why: Promotes expressive, meaningful reading and supports grammatical awareness.
		Pausing Thoughtful pauses in lines like: “She looked around... and she saw them.” Breaks between ideas and visual scene changes Children will pause appropriately to allow emotional moments to settle and to reflect the structure of the text. Why: Builds suspense and emotional impact, giving listeners time to reflect on the powerful social message of the story.



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Spiderwick Chronicles + Field Guide		
<ul style="list-style-type: none"> - Draw inferences about characters - Identify themes - Understand language and structure - Summarise across chapters - Predict outcomes - Analyse how language and structure contribute to meaning - Compare to other fantasy texts 	Substantive: Fantasy genre features	Power Dramatic discoveries: “It’s not just a book — it’s real!” Confrontations with magical creatures Characters asserting themselves (e.g., Jared defending himself) Children will use strong volume and vocal emphasis when reading intense or action-filled lines to capture the excitement and tension of the story. Why: Builds reading confidence and supports the adventurous tone of the book, helping children channel the boldness of the characters.
	Disciplinary: Text structure, author intent	
	Procedural: Summarising, questioning	Pitch Questions like: “What was that noise?” “Did you see that?” Magical or mysterious descriptions Dialogue between siblings, full of emotion and varied tone Children will vary their pitch to show curiosity, fear, wonder, or frustration — especially when reading dialogue or moments of suspense. Why: Helps bring characters and magical scenes to life, making the story more engaging and vivid for the listener.
	Core: Storytelling, courage, curiosity	
	Hinterland: Myths and legends, folklore	Passion Emotional reactions: fear, disbelief, wonder Jared’s frustration and determination Descriptions of the magical world and its dangers Children will read with strong emotion to express the characters' intense feelings and the wonder or fear the magical world brings. Why: Deepens comprehension by encouraging empathy with the characters and understanding of the story’s tone and mood.



Medium term plans (knowledge sequence)

Year 3

NC Objectives	Knowledge	Fluency
Spiderwick Chronicles + Field Guide		
		Pace Fast-paced moments: chasing the creature, flipping through the Field Guide Slower moments: exploring the house, reflecting on the parents' separation Children will adjust their pace to match the action or mood — quickening in scenes of action or tension, slowing during reflection or discovery. Why: Supports comprehension and helps children sense how pacing shapes the excitement and rhythm of the story.
		Punctuation Exclamations: "Look out!" Italics and ellipses for suspense or thought Dialogue punctuation during fast-paced or overlapping conversations Children will use punctuation clues to shape their reading — adding emphasis, pausing, or adjusting tone to reflect the author's intent. Why: Develops expressive fluency and helps children interpret the underlying meaning or tone of each line.
		Pausing Pauses for effect in suspenseful scenes Breaks in action for character thoughts or discoveries Paragraph changes in scenes with emotional or narrative shifts Children will pause appropriately to build suspense or allow time for key details to sink in, especially during turning points in the plot. Why: Increases dramatic effect and supports listener engagement by giving the audience time to absorb key information.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
Anti Bullying/ diversity/inclusion Poems : (I Rise) The Hill we climb Amanda Gorman Dreams by Langston Hughes		
<p>Develop positive attitudes to reading, and an understanding of what they read</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising different forms of poetry (e.g., free verse)</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	Substantive: Understanding the themes of equality and resilience	Power Bold, confident lines declaring strength and identity — “But still, like dust, I’ll rise.” Moments of resistance, pride, and rising above hardship The contrast between being held down and rising up Children will use strong volume and vocal emphasis to highlight affirming, empowering lines — especially in repeated phrases that reflect confidence, defiance, and hope. Why: Builds vocal confidence and helps children experience how poetry can express strength, dignity, and self-worth.
	Procedural: Performing poetry with expression and understanding	
	Tacit: Empathising with emotional content and tone	
	Declarative: Vocabulary related to anti-bullying and empowerment	
	Hinterland: Context of Maya Angelou's life and the civil rights movement	
		Pitch Rhetorical questions or contrasts in tone — “Does my sassiness upset you?” Emotional shifts within stanzas — from challenge to uplift Voice changes in poems moving between struggle and celebration Children will vary their pitch to reflect the mood of the moment — lowering tone during serious or reflective lines, and raising it to express joy, triumph, or optimism. Why: Deepens understanding of how tone reflects meaning, helping students explore emotion through voice.
		Passion Emotionally charged lines expressing hope, longing, or resilience — “Hold fast to dreams...” Descriptions of collective struggle and future hope — “We are brave enough to be it.” Moments of personal truth and historical reflection Children will read with heartfelt expression to reflect the emotional truth of each poem — especially when reading lines about dreams, justice, and identity. Why: Encourages empathy and emotional connection with poetry's themes, supporting personal interpretation and deeper comprehension.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
Anti Bullying Poems (I Rise)		
		Pace Slow, deliberate pacing for reflective stanzas Faster pacing when rhythm builds energy or momentum Moments of stillness or urgency, depending on tone and message Children will control their pace to match the poem's structure and feeling — slowing for thoughtful lines and quickening when rhythm calls for energy. Why: Helps students appreciate how tempo and rhythm support meaning, and improves control during poetry performance.
		Phrasing Poetic lines that use repetition, imagery, and rhythm Short lines with layered meaning Clear separation of phrases to honour line breaks Children will group words into natural, meaningful units — using line breaks and punctuation to guide phrasing while keeping the flow smooth and expressive. Why: Supports fluency and comprehension by helping readers respect poetic form and deliver lines with clarity and purpose.
		Pause Breaks between stanzas or repeated refrains Pauses after questions or strong statements Moments of silence that give space for reflection or impact Children will pause to allow words to resonate — using silence to create tension, reflection, emphasis at key moments in the poem. Why: Enhances expression and rhythm, giving the audience time to reflect and feel the emotional weight of the poetry.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
Iron Man by Ted Hughes		
<p>Increasing familiarity with a wide range of books including modern fiction</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Substantive: Story structure and science fiction themes</p>	<p>Power Commands and declarations — “He was taller than a house!” Moments of fear, wonder, and resolution The contrast between destruction and peace Children will use strong volume and vocal emphasis to bring out powerful and dramatic scenes — especially when the Iron Man is first introduced or faces the Space-Bat-Angel-Dragon. Why: Helps children explore the dramatic intensity of the story, developing their ability to project confidence, fear, or awe through their voice</p>
	<p>Disciplinary: Identifying themes and conventions</p>	
	<p>Declarative: Understanding metaphor and descriptive vocabulary</p>	
	<p>Hinterland: Industrialisation and technological fear</p>	
		<p>Pitch Questioning lines or exclamations — “Where had he come from?” Changes in tone between destruction, mystery, and calm Character voices — Hogarth’s curiosity, the townspeople’s fear, the Iron Man’s silence Children will vary pitch to reflect mood changes — deeper tones for suspenseful or serious moments, higher or sharper tones for surprise, confusion, or excitement. Why: Supports emotional understanding and helps children match their vocal tone to the mythical and dramatic shifts in the story.</p>
		<p>Passion Emotive narrative lines describing the Iron Man’s pain, mystery, or transformation Scenes of fear, empathy, and resolution The final challenge, and the Iron Man’s role as a peaceful hero Children will read with expression and feeling to reflect sadness, fear, courage, and wonder especially when the Iron Man sacrifices or transforms. Why: Encourages emotional connection with the story’s deeper themes — strength, redemption, and peace — and enhances expressive reading.</p>



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
Iron Man by Ted Hughes		
		Pace Slow, steady rhythm of the Iron Man's movements Faster pace during moments of panic, chase, or conflict Slower, suspenseful build-ups — e.g., the Iron Man climbing from the cliff Children will adjust pace to suit the scene — slowing down for suspense or poetic descriptions, and speeding up during tense or frantic moments. Why: Builds control over storytelling flow, enhancing comprehension and atmosphere.
		Phrasing Descriptive passages with poetic structure and repetition Sentences that build in rhythm or contrast Dialogue with distinct emotional tones Children will group words meaningfully, respecting punctuation and Hughes's poetic structure to maintain the rhythm and clarity of each line. Why: Encourages careful, expressive phrasing that brings out the beauty and weight of Ted Hughes's language.
		Pause Breaks after dramatic statements or repeated lines — "Nobody knew." Moments of silence between action and realisation Poetic line breaks and punctuation that shape rhythm Children will pause for impact — especially at key turning points, repeated phrases, or poet moments — using silence to enhance suspense, awe, or emotional weight. Why: Reinforces the story's rhythm and mood, allowing time for meaning to settle and for tension to build or release.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
How to Train Your Dragon		
<p>Reading books that are structured in different ways</p> <p>Using dictionaries to check the meaning of words</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Checking that the text makes sense, discussing understanding</p> <p>Predicting what might happen from details stated and implied</p> <p>Participate in discussion about books read</p>	<p>Substantive: Viking culture and mythical creatures</p>	<p>Pitch</p> <p>Questions filled with fear, confusion, or excitement — “What if the dragon eats me?”</p> <p>High-energy scenes like dragon chases or loud arguments</p> <p>Shifts in tone when moving from silly to serious moments</p> <p>Children will vary pitch to reflect changing moods — using higher, animated tones in moments of chaos or panic, and lower tones for quiet or serious reflection.</p> <p>Why: Builds expressive range and supports comprehension of emotional and narrative shifts, especially in fast-paced or humorous scenes.</p>
	<p>Procedural: Using dictionaries and understanding narrative structure</p> <p>Summarising and questioning</p>	
	<p>Core: Hero’s journey structure</p>	<p>Passion</p> <p>Emotional turning points — frustration, failure, courage, triumph</p> <p>Heartfelt or humorous moments between characters</p> <p>Descriptions of dragons, danger, and daring plans</p> <p>Children will read with feeling and expressive intonation to reflect humour, fear, wonder, and pride — especially in moments when Hiccup feels misunderstood or proves himself.</p> <p>Why: Helps children connect emotionally with the characters and themes of belonging, courage, and friendship, while enhancing their ability to express tone.</p>
	<p>Hinterland: Norse mythology and storytelling traditions</p>	<p>Pace</p> <p>Fast-paced scenes — dragon training disasters, battles, escapes</p> <p>Slower scenes — when Hiccup is thinking, planning, or reflecting</p> <p>Comic timing in dialogue or narration</p> <p>Children will adjust their pace to suit the mood — speeding up in scenes of action or chaos, and slowing down in more thoughtful or descriptive parts.</p> <p>Why: Helps build narrative flow and control, encouraging children to use pace as a tool for building excitement or tension.</p>



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
How to Train Your Dragon		
	Disciplinary: Making predictions, drawing inferences	Phrasing Comic narration with pauses and interjections Sentences with varied structure and length Character voices with personality and rhythm Children will group words into meaningful phrases, using punctuation and expression to match the narrator's voice and each character's personality. Why: Encourages fluency and comprehension by highlighting how characters speak and how the narrator shapes the story's tone.
	Tacit: Appreciation of humour and courage	
	Conditional: Recognising when to apply inference or summary skills	Pause Breaks for comic timing, suspense, or reaction Pauses between action and reflection Dramatic moments where a decision or realisation takes place Children will pause for effect — at ellipses, dashes, and full stops — using silence to build tension, emphasize surprise, or give the listener time to react. Why: Supports dramatic and humorous reading, allowing key moments to land and giving the story rhythm and life.
		Power Triumphant or defiant statements — “This is what a hero looks like.” Moments of bravery, leadership, and standing up to others The contrast between fear and courage Children will use strong volume and vocal emphasis to bring out heroic moments, character defiance, and points of dramatic action — especially when Hiccup begins to step into his role as a leader. Why: Reinforces themes of bravery, identity, and transformation — helping students hear how strength and determination are expressed through voice.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
The Night Bus Hero		
Understanding what is read through inference and evidence	Substantive: Themes of homelessness and redemption	Power Statements that show transformation and realisation — “Maybe I wasn’t a hero yet. But I could be.” Moments where characters confront their actions and take responsibility Scenes of injustice and acts of courage Children will use strong volume and vocal emphasis to highlight key moments of growth, bravery, and truth — especially when the narrator begins to understand the consequences of his choices. Why: Reinforces themes of voice, agency, and redemption — helping children hear how confidence and conviction sound.
Identifying main ideas and summarising	Disciplinary: Using evidence to construct narrative and infer motives Justifying opinions with evidence	
Discussing texts and participating in debates	Declarative: Key vocabulary about social justice	
Retrieving and recording information from non-fiction (linked to theme)	Hinterland: Understanding homelessness in modern society	
Taking part in discussions, listening to others’ ideas		Power Triumphant or defiant statements — “This is what a hero looks like.” Moments of bravery, leadership, and standing up to others The contrast between fear and courage Children will use strong volume and vocal emphasis to bring out heroic moments, character defiance, and points of dramatic action — especially when Hiccup begins to step into his role as a leader. Why: Reinforces themes of bravery, identity, and transformation — helping students hear how strength and determination are expressed through voice.



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
The Night Bus Hero		
	Procedural: Researching social issues	Passion Lines that reveal emotional turning points — frustration, shame, empathy, hope Descriptions of life on the streets and the challenges faced by those without homes Acts of kindness, regret, and courage Children will read with expression and feeling to show the emotional journey — especially as the main character begins to care, understand, and act. Why: Supports deep connection with themes of homelessness, friendship, and justice — encouraging children to feel the emotional core of the story.
	Tacit: Compassion and moral reasoning	
		Pace Fast-paced scenes involving chases, panic, or excitement Slower-paced scenes of reflection, apology, or storytelling Narrative tension when the truth is about to be revealed Children will adjust their reading speed to match the mood — quickening during action or suspense, slowing during thoughtful or emotional moments. Why: Improves engagement and supports understanding of mood, plot tension, and dramatic timing.
		Phrasing Lines that mix narration with inner thoughts Sentences that require careful grouping for clarity and flow Character dialogue with distinct voices and rhythm Children will group words into natural phrases, respecting commas, full stops, and line breaks to keep meaning clear and conversational tone authentic. Why: Enhances fluency by helping students read as if they are “speaking” the text, making it sound natural and expressive.



Crowle Primary Academy – curriculum overview

Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
The Dam by David Almond		
<p>Listening to and discussing a wide range of fiction and non-fiction</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Discussing words and phrases that capture the reader's imagination</p>	<p>Substantive: Historical events around the construction of the dam</p>	<p>Power</p> <p>Dramatic discoveries: "It's not just a book — it's real!"</p> <p>Emotional responses to place and memory</p> <p>Moments of loss and celebration in the story</p> <p>Children will use strong volume and vocal emphasis when reading emotionally charged or powerful lines to capture the dramatic tone of the story.</p> <p>Why: Builds reading confidence and helps students engage with the emotional depth and heritage reflected in the text.</p>
	<p>Hinterland: Cultural impact of landscape changes in rural communities</p>	
	<p>Tacit: Emotional appreciation of music, memory, and place</p>	
	<p>Declarative: Poetic language and visual storytelling</p>	
		<p>Pitch</p> <p>Questions like: "Do you remember?" or "What did it sound like?"</p> <p>Descriptive passages about the music and flooding landscape</p> <p>Dialogue between characters recalling the past</p> <p>Children will vary their pitch to reflect memory, awe, and reverence — especially during reflective or nostalgic passages.</p> <p>Why: Brings poetic and atmospheric moments to life, enhancing the emotional impact of the narrative.</p>
		<p>Passion</p> <p>Emotional reactions: nostalgia, wonder, reverence</p> <p>Expressions of joy and sorrow through music and memory</p> <p>Descriptions of nature and past events</p> <p>Children will read with heartfelt expression to convey the emotional richness of the story.</p> <p>Why: Enhances empathy and supports deeper comprehension of the story's mood, encouraging students to connect personally with the text.</p>



Medium term plans (knowledge sequence)

Year 4

NC Objectives	Knowledge	Fluency
The Dam by David Almond		
		<p>Pace Changes in rhythm as the characters move through the abandoned valley Shifts between gentle reflection and urgency as the dam's presence looms Moments of stillness contrasted with bursts of musical energy Children will adjust their reading pace to match the story's movement — slowing down during quiet, contemplative scenes and quickening as emotions swell or music rises. Why: Helps children follow the story's emotional arc and physical journey, enhancing comprehension and atmosphere through rhythm</p>
		<p>Phrasing Lyrical lines describing landscape, silence, and sound Sentences that unfold slowly, requiring thoughtful grouping of ideas Natural dialogue between father and daughter Children will group words into meaningful units, respecting punctuation and line breaks to maintain the poetic flow of the text. Why: Supports fluency by honoring the musicality of the language, allowing children to read with greater clarity and expressiveness.</p>
		<p>Pause Breaks between lines filled with emotional weight or reflection Punctuation that signals a shift in thought or tone Silence that mirrors the stillness of the flooded valley Children will pause intentionally at commas, dashes, and line ends — using silence to create tension, reflection, or reverence during key moments. Why: Encourages thoughtful reading and deeper engagement with the story's mood and meaning, allowing space for emotion to resonate.</p>



NC Objectives	Knowledge	Fluency
Freedom themed poetry (When to Write, The Caged Bird)		
<ul style="list-style-type: none">Continue to read and discuss an increasingly wide range of poetryUnderstand what they read by drawing inferences and justifying with evidenceDiscuss and evaluate how authors use language, including figurative languageIdentify how language and structure contribute to meaningParticipate in discussions about books, building on ideas and challenging views courteously	Substantive knowledge: Poetic forms, themes of freedom and oppression	Power Textual Focus: “The caged bird sings with a fearful trill...” “Write when it’s safer not to speak.” Moments describing oppression vs. expressions of hope and defiance Children will use strong volume and vocal emphasis to highlight powerful contrasts between restriction and resistance. Loud, resonant voices for lines of protest or emotional release (e.g., “but a caged bird stands on the grave of dreams”), and quieter delivery for internal or fearful lines. Why: Builds awareness of voice as resistance and resilience. Helps students experience the emotional weight and release of speaking truth or reclaiming agency.
	Disciplinary knowledge: Interpreting metaphors, analyzing authorial intent	Pitch Shifts between description of the free bird vs. the caged bird “The free bird thinks of another breeze...” Reflective and rhetorical lines in “When to Write” Children will vary pitch to reflect changing tone: Light, rising pitch for lines describing the free bird and possibility Lower, strained tone for the caged bird’s pain and limitations Flat or subdued pitch for moments of fear or resignation Why: Teaches emotional nuance. Helps students distinguish tone and mood while deepening empathy and comprehension of contrasting experiences.
	Procedural knowledge: Annotating text, performing poetry readings	
	Declarative knowledge: Understanding symbolism, tone, and voice	Pace Flowing, expansive lines for the free bird Choppy, tense phrasing for the caged bird’s experience “Write when your voice shakes. Write anyway.” Children will adjust pace: Faster for fluid, hopeful lines to suggest freedom or release Slower for heavy, reflective or tense moments to emphasize restriction or fear Why: Controls narrative tension. Supports comprehension of emotional rhythm and builds deliberate pacing for dramatic impact.

Medium term plans (knowledge sequence)

Year 5

NC Objectives	Knowledge	Fluency
Freedom themed poetry (When to Write, The Caged Bird)		
	Core knowledge: Themes of identity and resilience	Pause Line breaks in poetry: “The caged bird / sings with a fearful trill” After rhetorical or powerful statements: “Write anyway.” Between contrasting stanzas or perspectives Children will use purposeful pauses: At enjambments to build suspense or tension At stanza breaks to reflect on shifts in tone After emotionally charged lines to allow ideas to resonate Why: Encourages reflective reading and highlights the emotional weight of the text. Pauses slow the reader and listener down, allowing space for meaning.
	Hinterland knowledge: Historical context of civil rights and freedom movements	
	Tacit knowledge: Emotional engagement with poetic voice	
		Phrasing Long, descriptive lines with imagery: “dips his wing in the orange sun rays...” Phrases in “When to Write” that build rhythm through repetition or parallelism Children will group words into natural phrases for fluent, expressive reading. Teachers can support this by marking phrase boundaries and reading aloud with modeling. Why: Improves fluency and helps students internalize poetic rhythm. Supports comprehension of complex imagery and metaphor.
		Prosody Overall mood of defiance, sorrow, resilience Repeated refrain: “The caged bird sings...” Affirmative tone in final lines of “When to Write” Children will blend all vocal elements — tone, volume, pacing, emphasis — to capture the speaker’s emotional arc. Teachers can model expressive reading, followed by guided group or partner rehearsal. Why: Brings the poem to life. Builds emotional connection and helps students embody the speaker’s voice, especially around justice, hope, and self-expression.

NC Objectives	Knowledge	Fluency
A Christmas Carol		
<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction • Drawing inferences such as inferring characters' feelings and motives • Summarising the main ideas drawn from paragraphs • Discuss and evaluate how authors use language • Predicting what might happen from details stated and implied 	Substantive knowledge: Plot structure, Victorian social context	Power "I will honour Christmas in my heart, and try to keep it all the year." Confrontation scenes with the Ghosts Moments of realisation, regret, or generosity Children will use strong volume and vocal emphasis to express transformation and moral clarity. Volume should swell at moments of realisation (e.g. Scrooge's promise to change), and rise when characters speak with urgency or emotion. Why: Reinforces the story's themes of redemption, generosity, and human connection — helping students hear how conviction, regret, and hope sound in a speaker's voice.
	Disciplinary knowledge: Literary analysis, character study	Pitch Early cynicism: "Bah! Humbug!" Emotional shifts with each ghost encounter Tender scenes with the Cratchits or Tiny Tim Children will vary pitch to reflect emotional changes: Harsh, low pitch for Scrooge's bitterness Rising pitch for fearful or surprised responses to the supernatural Gentle, high pitch for scenes of kindness or innocence Why: Supports emotional literacy. Helps students track Scrooge's journey from bitterness to compassion and understand how emotions shift in response to events.
	Procedural knowledge: Role play, reading aloud expressively	
	Declarative knowledge: Facts about characters and settings	Pace Long descriptive passages of setting and memory Fast-paced scenes of panic or revelation Slower reflections, e.g., "What reason have you to be merry? You're poor enough." Children will control pace to support meaning: Slow down during reflective or nostalgic moments (e.g., with the Ghost of Christmas Past) Increase pace for action or urgency (e.g., future visions or Scrooge's desperate pleas) Why: Controls tension and helps the listener follow changes in mood. A varied pace mirrors the emotional ups and downs of Scrooge's journey.

NC Objectives	Knowledge	Fluency
A Christmas Carol		
	Core knowledge: Redemption, poverty and generosity	Pause After dramatic statements or rhetorical questions/ Between ghost visitations/ Following important narrative shifts (e.g., waking up on Christmas Day) Children will use purposeful pauses: After dialogue or dramatic irony for emphasis Before and after visits from spirits to mark transitions To separate narrative voice from dialogue or commentary Why: Improves clarity and builds suspense. Gives the audience time to absorb the significance of key moments or character development.
	Hinterland knowledge: Industrial revolution, Victorian England	Phrasing Complex Victorian sentence structures/ Rich descriptive clauses: “He carried his own low temperature always about with him...”/ Lists and rhetorical devices Children will break long sentences into natural phrases: Practise reading with breath groups marked Emphasise key descriptive or emotional phrases Use echo reading or choral work to internalise phrasing rhythm Why: Improves fluency and comprehension. Helps students decode Dickens’ more challenging syntax and understand meaning within longer sentences.
	Tacit knowledge: Appreciating tone and moral lessons	
		Prosody Scrooge’s emotional arc from cold to warm-hearted/ Shifts in mood across the three Ghosts/ Joyous, redemptive ending Children will combine tone, pitch, volume, and pacing to read with full expressiveness. Joyful, light tone for the ending Dark, ominous tone for Ghost of Christmas Yet to Come Tender tone in scenes with Tiny Tim or Scrooge’s sister Deepens emotional connection and helps students feel the contrast in tone and theme across the text. Builds vocal control and confidence in performance.

Medium term plans (knowledge sequence)

Year 5

NC Objectives	Knowledge	Fluency
The Unforgotten Coat		
<ul style="list-style-type: none"> • Reading for a range of purposes • Checking that the book makes sense, discussing understanding • Asking questions to improve understanding • Drawing inferences and justifying with evidence • Identifying how language and presentation contribute to meaning 	Substantive knowledge: Refugee experience, school life in the UK	Power Chingis's proud and defiant storytelling about Mongolia/ Julie's reflections on what she didn't do or understand/ Emotional revelations in the final chapters Children will use strong volume and emphasis to highlight key moments of bravery, identity, and realisation. Encourage confident delivery for Chingis's grand stories and a firmer tone when Julie acknowledges missed opportunities. Why: Supports comprehension of the novel's deeper themes — identity, memory, and loss — and allows children to find and express strength in both humour and tragedy.
	Disciplinary knowledge: Inference making, understanding character development	Pitch Shifts between humorous narration and moments of confusion or sadness/ Dialogue between Julie and Chingis/ Internal questions: "What kind of teacher lets kids like that disappear?" Students will use pitch variation to express character differences and emotions: Higher pitch for moments of surprise, humour, or awkwardness Lower, softer pitch for regret or sadness Measured, thoughtful tone for Julie's retrospective voice Why: Helps children track subtle emotional shifts. Builds empathy by encouraging them to hear and feel the unspoken emotions behind dialogue and narration.
	Procedural knowledge: Journal writing, paired reading	
	Declarative knowledge: Vocabulary around immigration and culture	
		Pace Fast-paced, humorous sections: passport scenes, school moments/ Slower, reflective parts: the ending, Julie's narration about loss/ Children will adjust pace based on narrative tension: Faster pace to match comic timing or energetic classroom scenes Slow, measured pace during poignant reflections or when emotional weight increases Why: Teaches control of emotional rhythm. A flexible pace allows children to respect the novel's humour without losing its serious undertone.



NC Objectives	Knowledge	Fluency
The Unforgotten Coat		
	Core knowledge: Friendship, memory, belonging	Pause After dramatic or reflective lines: “He never came back.”/ Between Julie’s narrative and the dialogue or “photos”/ At key line breaks in emotionally weighted sentences Students will use intentional pauses: To let emotional moments settle To separate narrative from flashbacks or memory Before and after key revelations or statements Why: Builds tension and gives space for reflection. Pauses allow students and listeners to feel the weight of loss, memory, and realisation.
	Hinterland knowledge: Mongolian traditions, asylum seeking	Phrasing Julie’s flowing narrative voice/ Chingis’s abrupt, stylised speech/ Use of short sentences and staccato dialogue for humour or seriousness Students will practise chunking text into meaningful units: Read Julie’s voice with longer phrasing to reflect her reflective tone Read Chingis’s lines more clipped and rhythmic, respecting his purposeful delivery Mark natural phrase boundaries during rehearsal Why: Supports understanding of voice and character. Helps children internalise how phrasing supports tone and meaning — especially in multi-voiced narration.
	Tacit knowledge: Empathy with displaced characters	
		Prosody Contrasts in tone: nostalgic, humorous, sad/ Shifts between memory and present day The novel’s bittersweet final reflections Children will combine tone, volume, pitch, and pace to convey the layered emotional tone. Focus on expressive reading that shows the journey from curiosity to understanding and loss. Why: Enhances comprehension of the novel’s message about memory, friendship, and injustice. Allows students to “hear” the emotional complexity of Julie’s story and the brothers’ mystery.

NC Objectives	Knowledge	Fluency
Wisp		
<ul style="list-style-type: none">• Reading books structured in different ways• Using dictionaries to check the meaning of words• Predicting what might happen from details stated and implied• Identifying how illustrations contribute to meaning• Participate in discussions about books	Substantive knowledge: Refugee camp setting, themes of hope	Power “But Idris had no memories... only the camp.” Moments when each character receives a wisp and begins to remember Idris’s final transformation: “Idris held hope in his hands.” Children will use strong volume and emphasis to highlight moments of transformation, strength, and emotional power — particularly where hope pierces through trauma. Voice should swell during moments of shared memory and empowerment. Why: Highlights the central theme — the enduring strength of hope. Builds awareness of how voice can reflect emotional shifts from despair to courage.
	Disciplinary knowledge: Visual literacy, thematic analysis	
	Procedural knowledge: Storyboarding, book talk	Pitch “It was only a whisper. But it was enough.” Lines that describe longing or confusion Emotional shifts from stillness and silence to excitement and change Children will vary pitch to reflect emotional tone: Lower, hushed tones for sadness, waiting, and confinement Brighter, higher pitch as characters recall joyful memories or regain hope Gentle rise in pitch when wisps spark imagination Why: Develops emotional intelligence and sensitivity. Encourages students to track changes in tone and emotional texture through voice modulation.
	Declarative knowledge: Key vocabulary related to displacement	Pace Slow, rhythmic lines describing life in the camp Gradual quickening as wisps appear and emotions stir Measured pace for final reflective lines Children will use controlled pace: Slower, even pacing for moments of stillness, routine, or sadness Slight acceleration as wisps bring transformation Return to steady, grounded pace at the end to reflect newfound hope Why: Supports immersion in the emotional landscape. Varying pace allows readers to mirror the shift from stagnation to possibility.

NC Objectives	Knowledge	Fluency
Wisp		
	Core knowledge: Hope, memory and future dreams	Pause Between contrasting moments: “And one day... a wisp came.” After key emotional beats: “He had never known hope.” To emphasise change or emotional weight in sparse language Students will use strategic pauses: After single-line pages or emotionally significant lines Between characters’ experiences to let the impact settle Before the final line to create resonance Why: Encourages deep processing of meaning. Pauses slow the reading, making space for empathy and reflection.
	Hinterland knowledge: Global refugee issues	
	Tacit knowledge: Emotional response to visual imagery	Phrasing Poetic descriptions: “It drifted in slowly. Gently. Softly.” Repetition and rhythmic lists Sensory language used to evoke memory and emotion Students will group words into meaningful phrases, respecting poetic rhythm: Practise reading descriptive triads with building rhythm Emphasise repetition to reflect emotional build-up Read aloud in pairs to explore breath control and natural phrase breaks Why: Supports fluency and comprehension of poetic style. Encourages awareness of imagery, rhythm, and emotional layering.
		Prosody Shifts from bleakness to beauty Emotional arc: fear → curiosity → wonder → hope The closing image of hope being passed on Students will combine pitch, tone, volume, pace, and phrasing to deliver a full emotional performance. Reflect sorrow and stillness at the beginning Build warmth and energy as the story progresses End with uplifted tone to reflect hope and light Why: Brings emotional truth to the performance. Encourages connection with themes of memory, identity, and the power of imagination in dark places.



NC Objectives	Knowledge	Fluency
Street Child		
<ul style="list-style-type: none"> • Drawing inferences from characters' actions • Summarising main ideas from more than one paragraph • Identifying how language and structure contribute to meaning • Retrieve, record and present information from non-fiction (linked to topic) • Participate in discussions about books 	Substantive knowledge: Victorian child poverty, workhouses	Power Jim's moments of resistance: "You won't take me!" Scenes of injustice: life in the workhouse, being torn from his family Climax scenes — escapes, acts of bravery, and the final turning point Children will use strong volume and emphasis to deliver emotionally powerful scenes — especially where Jim stands up for himself, experiences cruelty, or shows courage. Why: Helps children embody strength and vulnerability through voice. Reinforces themes of resilience, injustice, and human dignity.
	Disciplinary knowledge: Using historical fiction to infer real-life context	Pitch Dialogue between Jim and adults (kind vs. cruel voices) Moments of despair or pleading: "Please don't send me away." Internal questions or fears Jim has about survival Students will vary pitch to reflect emotional shifts: Lower tones for fear, exhaustion, or oppression Higher, lighter tones for moments of hope or kindness Contrast between voices (e.g., Jim vs. Mr. Spink, Rosie, or Dr Barnardo) Why: Deepens understanding of character emotions and relationships. Supports empathy and helps track the emotional journey of the protagonist.
	Procedural knowledge: Text marking, collaborative reading	
	Declarative knowledge: Timeline of events, characters' journeys	Pace Slow, tense moments (workhouse scenes, grief) Fast-paced action (escapes, running through streets) Reflective narrative passages when Jim is thinking about his mother or home Children will modulate pace: Slow and deliberate in moments of sorrow or suspense Rapid and breathless for chase or escape scenes Calm and steady for reflective or descriptive passages Why: Helps build atmosphere and supports comprehension. Aids in conveying shifts in tension and urgency

NC Objectives		Knowledge	Fluency
Street Child			
		Core knowledge: Resilience, family and survival	Pause Between scenes of high emotion: after deaths, separations, or rescues After impactful lines: “He was alone. Truly alone.” Before revelations or emotional changes Students will use purposeful pauses to: Emphasise dramatic or emotional shifts Separate narrative action from reflection Build tension before key events Why: Enhances dramatic effect. Gives listeners and readers time to reflect and absorb emotional content.
		Hinterland knowledge: Poor Law Amendment Act, Barnardo’s work	
		Tacit knowledge: Sympathy for historical injustices	
			Phrasing Descriptive passages of the workhouse, streets, and other settings Jim’s thoughts and feelings (internal narration) Complex sentences with embedded clauses or Victorian phrasing Children will practise reading in meaningful phrase groups: Mark breath groups for difficult sentences Use echo and choral reading to model natural phrasing Focus on phrasing around action and emotion words Why: Improves fluency and understanding of historical language. Helps students develop rhythm and clarity in reading.
			Prosody Shifts from despair to hope The emotional arc of Jim’s journey The contrast between harsh environments and acts of kindness Children will combine tone, pitch, pace, volume, and phrasing for expressive reading: Harsh tone for oppressive scenes Warm, hopeful tone for scenes with kind characters or resolution Thoughtful tone for narrative reflection Why: Encourages emotional engagement and deeper comprehension. Brings the historical and human themes of the story to life.

NC Objectives	Knowledge	Fluency
Pig Heart Boy		
<ul style="list-style-type: none"> • Asking questions to improve understanding • Distinguish between statements of fact and opinion • Drawing inferences and justifying them with evidence • Discuss and evaluate how authors use language • Reading for a range of purposes 	Substantive knowledge: Medical ethics, organ transplants	Power Cam's realisation of the weight of his decision: "I want to live." Confrontations with public opinion, fear, and betrayal The moment Cam speaks out or stands up for himself Children will use strong volume and emphasis to bring out scenes of emotional strength, revelation, and personal agency — especially moments where Cam finds his voice or confronts others. Why: Reinforces themes of self-advocacy, moral courage, and the power of truth, helping students understand and express how strength can sound.
	Disciplinary knowledge: Fact vs opinion, evaluating arguments	
	Procedural knowledge: Debating, reflective journal writing	Pitch Conversations with Cam's parents, friends, and the doctor Emotional conflict scenes: betrayal, fear, and trust Cam's internal doubts: "Am I still me?" Children will modulate pitch to reflect emotional nuance: Higher pitch for nervousness, fear, or tension Lower pitch for sadness or reflection Shifts in pitch between Cam's private voice and his public voice Why: Enhances emotional awareness and helps children track internal conflict and character growth through tone.
	Declarative knowledge: Science vocabulary related to biology	Pace Medical and scientific explanations Fast-paced emotional scenes (betrayal by a friend, media pressure) Reflective moments (diary entries, quiet conversations) Children will adapt pace to suit the text: Slow, steady pace for complex or emotional introspection Faster pace for intense scenes of confrontation or fear Pause and slow slightly for scientific vocabulary or key facts Why: Improves comprehension, particularly when dealing with complex ideas and emotional shifts. Reflects Cam's changing mindset and the novel's rhythm.

NC Objectives	Knowledge	Fluency
Pig Heart Boy		
	Core knowledge: Identity, science and personal choice	<p>Pause After Cam’s emotional statements: “I want to live. Is that so wrong?” Between sections of Cam’s diary vs. main narrative When the tone shifts abruptly (e.g., from calm to chaos) Children will use deliberate pauses to: Emphasise key emotional lines Allow readers to reflect on Cam’s decisions Build tension before critical moments Why: Supports comprehension and gives weight to moral and emotional complexity. Helps listeners process big ideas slowly.</p> <p>Prosody The emotional rollercoaster of Cam’s journey Narration that switches between vulnerability, strength, fear, and resilience Contrast between public/media scenes and personal reflections Children will combine pitch, tone, pace, pause, power, and phrasing for expressive reading: Express tension and uncertainty early in the story Shift to more confident tone as Cam gains clarity and strength Use a thoughtful, respectful tone when reading about ethical dilemmas or family dynamics Why: Builds deep comprehension of moral complexity and emotional impact. Helps students “hear” the humanity in Cam’s voice — and recognise the courage behind difficult choices.</p>
	Hinterland knowledge: Bioethics, media influence	
	Tacit knowledge: Moral reflection and emotional awareness	



NC Objectives	Knowledge	Fluency
Macbeth		
<ul style="list-style-type: none">• Continuing to read and discuss fiction from our literary heritage• Identifying and discussing themes and conventions in and across a wide range of writing• Preparing plays to read aloud and to perform• Drawing inferences and justifying inferences with evidence• Discuss and evaluate how authors use language, including figurative language	Substantive knowledge: Shakespearean language, themes of ambition and fate	Power Macbeth’s soliloquies: “Is this a dagger which I see before me...” Lady Macbeth’s persuasion: “When you durst do it, then you were a man.” Defiant or powerful statements: “I am settled, and bend up each corporal agent...” Final confrontation with Macduff Children will use strong volume and emphasis to convey ambition, anger, and fear: Stress key words that reveal power or downfall Vary force for rising and falling emotional intensity Why: Builds understanding of authority, inner conflict, and dramatic tension. Helps pupils grasp how voice reflects character strength or collapse.
	Disciplinary knowledge: Literary analysis, interpretation of dramatic texts	Pitch The witches’ incantations: “Fair is foul, and foul is fair” Lady Macbeth’s persuasive vs. vulnerable tones Macbeth’s emotional spirals (paranoia, regret) Children will adjust pitch to show character emotion: Higher pitch for the witches to create eerie, unnatural tone Rising pitch for emotional distress or rising fear Lower, firmer pitch for confident or threatening declarations Why: Reinforces emotional understanding and builds contrast between characters. Supports character interpretation through vocal inflection.
	Procedural knowledge: Script reading, group performance	Pace Suspenseful scenes (e.g., dagger speech, Banquo’s ghost) Fast-paced plotting scenes between Macbeth and Lady Macbeth Slower, reflective speeches (e.g., “Tomorrow, and tomorrow, and tomorrow”) Children will adjust pace: Slow, deliberate reading to build tension or show reflection Quicker delivery during plotting or panicked scenes Controlled pace for battle scenes or confrontations Why: Helps students manage dramatic rhythm. Builds atmosphere and mirrors tension and emotional state.

NC	Knowledge	Fluency
Macbeth		
	Core knowledge: Tragedy structure, moral consequence	Pause After soliloquy lines to allow reflection Between shifts in tone or when characters are conflicted After major dramatic lines (e.g., Duncan’s murder, “Out, out, brief candle...”) Children will use strategic pauses to: Let the weight of a decision or line sink in Create suspense or drama Emphasise turning points in character arcs Why: Allows space for processing Shakespearean language and emotional impact. Teaches rhythm and performance.
	Hinterland knowledge: Historical and cultural background of Elizabethan England	Phrasing Soliloquies and speeches (e.g., Macbeth, Lady Macbeth, Macduff) Rhythmic or poetic lines (iambic pentameter and trochaic tetrameter) Witches’ rhythmic lines (“Double, double, toil and trouble...”) Children will group words into natural, poetic phrases: Practise scansion of iambic/trochaic meter Identify and stress emotionally or thematically key words Use echo reading to model Shakespearean rhythm Why: Supports fluency with unfamiliar structures. Helps pupils maintain flow while understanding Shakespeare’s intentional word patterns.
	Declarative knowledge: Character traits, plot events	Prosody Entire emotional journey of Macbeth and Lady Macbeth/ Shifts in tone (e.g., early ambition → later guilt and madness)/ Themes of fate, darkness, and downfall Children will blend pitch, pace, pause, power, and phrasing: Start with strong, clear, confident tone for early Macbeth Introduce shakiness and fear as guilt builds Lady Macbeth’s descent from control to unravelled guilt Use a solemn, haunting tone at the play’s end Why: Encourages deep performance-level reading and empathetic interpretation. Helps students convey complex emotions and thematic shifts through expressive voice.

NC Objectives	Knowledge	Fluency
Trash		
<ul style="list-style-type: none">• Reading books from other cultures and traditions• Making comparisons within and across books• Drawing inferences and justifying them with evidence• Summarising the main ideas drawn from more than one paragraph• Distinguish between statements of fact and opinion• Provide reasoned justifications for their views	Substantive knowledge: Poverty, corruption and justice in global societies	Power Moments of rebellion or defiance: “You think you’re going to break me?” Scenes of courage and resistance against the police or corruption Revelations about José Angelico and the hidden money Ending scenes showing moral triumph and hope Children will use strong volume and clear emphasis to deliver lines of strength, defiance, and justice. Model where the boys take control of the narrative and fight back. Why: Reinforces themes of bravery, agency, and truth, helping children connect voice with emotional strength and resilience.
	Disciplinary knowledge: Critical thinking, socio-political commentary in fiction	
	Procedural knowledge: Group discussion, note-taking, book review writing	Pitch Narration shifts between Raphael, Gardo, Rat, and others Emotional scenes with Father Juilliard, Olivia, or scenes of betrayal Self-reflective lines: “What kind of world do we live in?” Children will vary pitch: Higher pitch for fear, confusion, or moments of panic Lower pitch for sorrow, anger, or moments of calm planning Subtle pitch shifts for each character's personality (e.g., Rat’s caution vs. Raphael’s idealism) Why: Helps children track emotions and differentiate perspectives, building empathy and character awareness.
	Declarative knowledge: Key plot events and character analysis	Pace Chase scenes, prison scenes, and moments of urgency Flashbacks or descriptive, reflective passages Quick scene changes between narrators Children will adjust their reading speed: Rapid pace for scenes of action, escape, or tension Slow, deliberate pace for emotional or descriptive moments Use breath control to reflect pace shifts Why: Supports comprehension of rapid narrative shifts and reinforces atmosphere and pacing in tension-heavy scenes.

NC Objectives	Knowledge	Fluency
Trash		
	Core knowledge: Ethics, friendship, resilience	<p>Pause After impactful lines: “He died for us. That’s the truth.” Between narrative shifts (different perspectives or time jumps) Before or after emotional or ethical reflections Children will pause for effect: Short pauses after emotionally weighty lines Longer pauses between narrator transitions Pause before plot twists or major discoveries Why: Encourages processing of key moments and gives weight to emotional truths. Builds dramatic tension and improves structure awareness.</p> <p>Phrasing Complex sentence structures, local dialect, or embedded clauses Characters’ storytelling voices (conversational, informal) Legal and political jargon from documents or officials Children will practise reading in natural, meaningful chunks: Use echo reading to model character tone Chunk by idea or clause, especially in longer sentences Mark phrase breaks in tense or descriptive scenes Why: Improves clarity and fluency in a multi-voice, fast-moving narrative. Helps pupils capture both spoken and written tones.</p> <p>Prosody Shifts in mood — from fear and tension to hope and resolution Contrast between oppressive adults and brave children Narration from multiple characters with distinct voices Children will combine all 6 elements: Use dynamic expression to match tone: fear, determination, hope Adjust tone based on speaker: warm and gentle for Olivia, cautious for Rat, idealistic for Raphael Emphasise themes of justice, friendship, and perseverance Why: Brings out the story’s heart and helps children embody multiple voices. Encourages connection to ethical questions and human dignity.</p>
	Hinterland knowledge: Informal settlements, political systems	

Year 6

NC Objectives	Knowledge	Fluency
The Explorer		
<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction Predicting what might happen from details stated and implied Identifying and discussing themes and conventions Participating in discussions about books Asking questions to improve their understanding Explaining and discussing their understanding through formal presentations 	Substantive knowledge: Survival skills, jungle environment, exploration themes	Power Moments of bravery or decision-making: “You have to be brave with your life so that others can be brave with theirs.” Confrontations with fear, survival moments (e.g. leaping into the unknown, protecting one another) Internal realisations: Fred accepting leadership or Con taking responsibility Children will use strong volume and vocal emphasis during: Acts of courage or resistance Lines that show transformation, unity, or self-discovery Group dialogue when characters step up Why: Builds understanding of resilience and moral courage, encouraging children to connect tone with growth and resolve.
	Disciplinary knowledge: Predictive reading, thematic analysis	
	Procedural knowledge: Survival guide creation, presentation skills	Pitch Emotional conversations (e.g. when the children argue or bond) Self-doubt and reflection: Fred questioning himself or worrying about failure The Explorer’s mysterious or philosophical lines Children will vary pitch to: Reflect fear, frustration, or excitement Soften tone for reflective or vulnerable moments Show emotional changes in characters Why: Develops emotional awareness and highlights how characters evolve through adversity. Helps children track shifts in tone and relationship.
	Declarative knowledge: Character motivations, setting features	Pace Action scenes (e.g. rafting, jungle dangers, survival moments) Descriptive passages of the Amazon or animal encounters Slow, thoughtful moments of planning or storytelling Children will adjust pace: Speed up slightly for urgent or suspenseful scenes Slow down for dense description or emotional reflection Use pauses to mirror tension or awe Why: Improves comprehension by aligning pace with narrative tension. Helps maintain rhythm and build atmosphere.

NC Objectives	Knowledge	Fluency
The Explorer		
	Core knowledge: Courage, teamwork and adaptability	Pause Textual Focus: Before or after significant discoveries or decisions When the Explorer tells his story or poses philosophical questions Between shifts in location or emotional tone Strategy: Children will use purposeful pauses: After powerful statements or changes in character direction Between shifts in mood (hope ↔ danger) To reflect on ideas like legacy, survival, and community Why: Encourages thoughtful reflection and deeper understanding of message and character depth. Builds performance fluency.
	Hinterland knowledge: Amazon rainforest, biodiversity	
	Tacit knowledge: Sensory imagery appreciation, understanding fear and bravery	Phrasing Katherine Rundell’s rich, layered sentences/ Figurative language and metaphor: “The jungle was a garden of explosions” Dialogue with embedded emotion or humour Children will practise grouping phrases naturally: Highlight main clause vs. added detail Mark breath points in long descriptive or emotional sentences Focus on meaning groups rather than pausing at every line Why: Improves expression and clarity, especially with Rundell’s literary style. Helps readers feel confident with complex phrasing.
		Prosody The overall emotional arc: from fear to confidence Character development — especially Fred, Con, and the Explorer The interplay between survival challenges and inner transformation Children will combine all six elements to read expressively: Adjust tone to reflect emotional maturity and understanding Use dramatic contrast to show character change Read final chapters with rising confidence, warmth, and unity Why: Brings out the novel’s core themes of bravery, trust, and discovery. Encourages empathy and dynamic performance.

NC Objectives	Knowledge	Fluency
Rose Blanche		
<ul style="list-style-type: none"> • Reading books that are structured in different ways • Checking that the book makes sense, discussing understanding • Drawing inferences and justifying with evidence • Identifying how language and presentation contribute to meaning • Discuss and evaluate how authors use language • Provide reasoned justifications for their views 	Substantive knowledge: WWII context, Holocaust, resistance	Power Moments of moral clarity: / “She followed the lorry.” / Silent acts of courage: Rose choosing to help the children Final scenes where Rose confronts the injustice and horror of war Children will use strong volume and emphasis: In lines that reflect quiet strength or moral bravery When Rose makes significant choices, without words During contrasts between military presence and Rose’s quiet defiance Why: Highlights moral courage and helps children understand how power can be conveyed through stillness, conviction, and action.
	Disciplinary knowledge: Visual analysis, historical inference	Pitch Shifts between innocence and harsh reality Descriptions of the soldiers, Rose’s thoughts, and the war-torn environment Reflective or questioning moments, e.g. when Rose begins to realise what’s happening Children will adjust pitch to: Show contrast between childlike curiosity and emerging dread Use a gentle, thoughtful tone for narration Shift to a more solemn, lower pitch for scenes of war and suffering Why: Teaches children how pitch conveys emotion, especially in layered, symbolic texts. Encourages awareness of tone and empathy.
	Procedural knowledge: Picture analysis, empathy-based responses	Pace Descriptive passages of the town, the journey, the concentration camp Sudden changes in action, such as the truck arrivals Emotional pacing as Rose begins to understand the truth Children will modulate pace: Slower, more deliberate reading for sombre or reflective scenes Slight increase in pace during moments of danger or movement (e.g., trucks, soldiers) Emphasise stillness and silence with elongated pacing in the final pages Why: Supports children in interpreting emotional weight and contrast between calm and chaos. Reinforces atmosphere and tension.
	Declarative knowledge: Themes of innocence and war	

NC Objectives	Knowledge	Fluency
Rose Blanche		
	Core knowledge: Moral choices, conflict and compassion	Pause After powerful visual descriptions: “They stood very quietly, behind barbed wire.” At transitions in tone or setting — especially where text is sparse and pictures carry weight After questions or moments that suggest moral reflection Children will practise intentional pauses: After key lines or sentences to allow visual reflection Before page turns, to prepare for tonal shifts After emotionally loaded statements or implied realisations Why: Encourages readers to absorb emotional subtext and the power of visual storytelling. Builds respect for pacing in sensitive texts.
	Hinterland knowledge: Nazi regime, child experiences in war	
	Tacit knowledge: Understanding silence, symbolism and subtlety	
		Phrasing Short, sparse sentences with deep implications Figurative language and metaphor (e.g., descriptions of the lorries, uniforms) Complex emotional meaning contained in simple syntax Children will work on chunking meaningfully: Read in natural thought groups, not line-by-line Emphasise key words that convey imagery or emotion Use rehearsal to balance simplicity of syntax with depth of content Why: Helps children grasp underlying meanings in spare language. Encourages thoughtful, purposeful reading of each line.
		Prosody The contrast between Rose’s innocence and the adult world of war Emotional arc from curiosity → understanding → courage → tragedy The silent power of the ending Children will combine all fluency elements: Express sorrow, compassion, and quiet resolve through voice Use tone to show how Rose changes — from a child observing to one taking action Deliver final pages with respectful solemnity and emotion Why: Fosters deep emotional engagement and highlights how voice and silence together can tell powerful stories. Reinforces themes of innocence, war, and individual action.

NC Objectives	Knowledge	Fluency
The Highwayman		
<ul style="list-style-type: none">• Learning a wider range of poetry by heart• Preparing poems to read aloud with intonation and tone• Identifying and discussing themes and conventions in poetry• Drawing inferences and justifying with evidence• Discussing how authors use language, including figurative language• Making comparisons across texts	Substantive knowledge: Narrative poetry structure, historic setting	Power Bold declarations and dramatic action: “The Highwayman came riding—riding—riding—” Bess’s sacrifice and moments of tension or defiance The lovers’ tragic fate Children will use strong volume and vocal emphasis: On repeated or rhythmic phrases to convey tension During high-stakes moments (e.g. the soldiers’ arrival, Bess’s death) In scenes of emotional climax, especially the final stanzas Why: Enhances understanding of courage, love, and fate, and helps children connect vocal power to narrative impact and character strength.
	Disciplinary knowledge: Analysing rhythm, rhyme and metaphor	
	Procedural knowledge: Poetry recital, annotation techniques	Pitch Emotional shifts: fear, longing, desperation, triumph Contrasts between the lovers’ romantic world and the cruel intrusion of soldiers Bess’s inner turmoil Children will modulate pitch to: Express fear or urgency in Bess’s scenes Use a lighter, romantic tone in the opening stanzas Drop to a lower, solemn pitch in the tragic conclusion Why: Pitch variation helps readers convey emotional intensity and shift, building empathy and interpretive skill.
	Declarative knowledge: Lexical choices and mood	Pace Galloping rhythm of lines like: “Over the cobbles he clattered and clashed...” Slower, tense build-up in Bess’s scenes Sudden, tragic moments that break the rhythm Children will adjust pace: Increase speed slightly in riding scenes to mirror movement Slow significantly during moments of suspense (e.g. Bess’s sacrifice) Maintain control to respect poetic rhythm while creating drama Why: Mirrors the poem’s narrative flow and suspense, allowing readers to feel tension and momentum through voice.

NC Objectives	Knowledge	Fluency
The Highwayman		
	Core knowledge: Love, sacrifice, betrayal	Pause At stanza breaks and punctuation marks (especially em dashes and ellipses) Before or after dramatic lines for impact, e.g.: “She stood up, straight and still!” After repeated or rhythmic phrases Children will use purposeful pauses: To create suspense and give weight to dramatic events To honour the poem’s rhythm and reflect emotional weight To build silence before or after key sacrifices or actions Why: Allows readers to reflect on emotional meaning, and emphasises the poem’s structure and mood.
	Hinterland knowledge: Romanticism and British folklore	Phrasing Figurative language (e.g. “The wind was a torrent of darkness”) Compound phrases and long lines that mimic movement Dramatic descriptions packed with sensory detail Children will focus on phrasing for clarity and mood: Group images and ideas together meaningfully Use phrasing to bring out rhythm and music of the poem Avoid sing-song tone—aim for meaningful delivery Why: Builds expressive reading skills and helps students honour the poem’s imagery and musicality.
	Tacit knowledge: Emotional interpretation of rhythm and imagery	Prosody Overall arc: romance → tension → tragedy → haunting memory /Echoes of the Highwayman’s return and Bess’s ghost Repeated phrases with growing emotional weight Children will blend all elements to perform with rich expression: Match tone to mood: romantic, anxious, tragic, ghostly Use repetition to layer emotion with each retelling Finish with a haunting, almost whispered quality in the closing lines Why: Strengthens their ability to deliver complex emotion through voice, connecting sound, pacing, and tone to narrative power.

Assessment in Reading

Reading fluency is assessed termly using the **Multi-Dimensional Fluency Rubric**, which allows us to track progress in expression, pace, accuracy, and phrasing.

Star Assessment is used termly to measure overall reading attainment and progress.

To monitor decoding skills more closely, we use **RWI assessments** on a half-termly basis, ensuring we can identify gaps and provide timely support.

All of these assessments are used together to inform our planning and tailor teaching to meet the needs of every pupil.

