HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR A

ADVENT 1

Texts

TEXTS	**ENGLISH TEXT(S):** *Ossiri and the Bala Mengro* *Harry Potter and the Philosopher's Stone*	**MODELLED READING TEXT(S):** *Rivers Information text* *Harry Potter and the Philosopher's Stone* *River poems*	**CLASS STORY TEXT(S):** *Harry Potter and the Philosopher's Stone*

	Phonics & Decoding	Common Exception Words		Fluency
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*		☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud

	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 **READING COMP.**	☐ Listen to and discuss 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 ☐ Increase familiarity with a wide range of books and retell some of these orally ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognise different forms of poetry	☐ Check that the text makes sense to them, discussing their understanding ☐ Ask questions to improve their understanding of a text ☐ 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 other say ☐ Confidently skim and scan texts to locate key words and phrases. ☐ Generate a variety of literal questions.	☐ Use dictionaries to check the meaning of word they have not read ☐ Discuss words and phrases that capture the reader's interest and imagination ☐ Explain the meaning of words in context ☐ Find the meaning of new words using the context of new sentences. ☐ Link new words to other words they already know.	☐ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Predict what might happen from details stated and implied in the text ☐ Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. ☐ Consolidate the skill of justifying predictions using a specific reference point in the text. ☐ Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	☐ Identify main ideas drawn from more than one paragraph and summarise these ☐ Write a brief summary of the main points, identifying and using important information.	☐ Identify themes and conventions in a wide range of books ☐ Identify how language, structure and presentation contribute to meaning ☐ Refer to authorial style, overall themes and features ☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR A

ADVENT 2

Texts

TEXTS	ENGLISH TEXT(S):	MODELLED READING TEXT(S):	CLASS STORY TEXT(S):
	A selection of Mary Hoffman stories *The Polar Express*	*NF Romans* *Dead good detectives* *Christmas / winter poems*	*Dead good detectives*

	Phonics & Decoding	Common Exception Words	Fluency
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud

	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 **READING COMP.**	☐ Listen to and discuss 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 ☐ Increase familiarity with a wide range of books and retell some of these orally ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognise different forms of poetry	☐ Check that the text makes sense to them, discussing their understanding ☐ Ask questions to improve their understanding of a text ☐ 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 other say ☐ Confidently skim and scan texts to locate key words and phrases. ☐ Generate a variety of literal questions.	☐ Use dictionaries to check the meaning of word they have not read ☐ Discuss words and phrases that capture the reader's interest and imagination ☐ Explain the meaning of words in context ☐ Find the meaning of new words using the context of new sentences. ☐ Link new words to other words they already know.	☐ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Predict what might happen from details stated and implied in the text ☐ Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. ☐ Consolidate the skill of justifying predictions using a specific reference point in the text. ☐ Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	☐ Identify main ideas drawn from more than one paragraph and summarise these ☐ Write a brief summary of the main points, identifying and using important information.	☐ Identify themes and conventions in a wide range of books ☐ Identify how language, structure and presentation contribute to meaning ☐ Refer to authorial style, overall themes and features ☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*

	LENT 1				
	Texts				
TEXTS	**ENGLISH TEXT(S):** *Marcy and the Riddle of the Sphinx* *NF: Tales of Gods and Pharoahs*		**MODELLED READING TEXT(S):** *Tales of the Gods and Pharoahs* *NF: The top worst things about Ancient Egypt* *Revolting rhymes by Roald Dahl*		**CLASS STORY TEXT(S):** *Tales of the Gods and Pharoahs*
	Phonics & Decoding		**Common Exception Words**		**Fluency**
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*		☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*		☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud
	Pleasure ~ Performance	**Retrieval ~ Fluency**	**Words: Meaning ~ Choices**	**Infer ~ Interpret ~ Predict**	**Sequence ~ Summarise**	**Respond ~ Explain**

| **NC 2014**

READING COMP. | ☐ Listen to and discuss 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
☐ Increase familiarity with a wide range of books and retell some of these orally
☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
☐ Recognise different forms of poetry | ☐ Check that the text makes sense to them, discussing their understanding
☐ Ask questions to improve their understanding of a text
☐ 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 other say
☐ Confidently skim and scan texts to locate key words and phrases.
☐ Generate a variety of literal questions. | ☐ Use dictionaries to check the meaning of word they have not read
☐ Discuss words and phrases that capture the reader's interest and imagination
☐ Explain the meaning of words in context
☐ Find the meaning of new words using the context of new sentences.
☐ Link new words to other words they already know. | ☐ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
☐ Predict what might happen from details stated and implied in the text
☐ Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.
☐ Consolidate the skill of justifying predictions using a specific reference point in the text.
☐ Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text. | ☐ Identify main ideas drawn from more than one paragraph and summarise these
☐ Write a brief summary of the main points, identifying and using important information. | ☐ Identify themes and conventions in a wide range of books
☐ Identify how language, structure and presentation contribute to meaning
☐ Refer to authorial style, overall themes and features
☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,* |

HOLY TRINITY CATHOLIC ACADEMY: LKS2 READING TERMLY PROGRESSION – YEAR A

LENT 2

Texts

TEXTS	ENGLISH TEXT(S): *The Story of Tutankhamum* *A selection of Christina Rossi*	MODELLED READING TEXT(S): *NF: Newspaper report of Tutankhamun* *The Gold in the Grave – Terry Deary's Egyptian Tales* *The Scarab's Secret*	CLASS STORY TEXT(S): *The Story of Tutankhamun*

	Phonics & Decoding	Common Exception Words	Fluency
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud

	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 **READING COMP.**	☐ Listen to and discuss 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 ☐ Increase familiarity with a wide range of books and retell some of these orally ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognise different forms of poetry	☐ Check that the text makes sense to them, discussing their understanding ☐ Ask questions to improve their understanding of a text ☐ 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 other say ☐ Confidently skim and scan texts to locate key words and phrases. ☐ Generate a variety of literal questions.	☐ Use dictionaries to check the meaning of word they have not read ☐ Discuss words and phrases that capture the reader's interest and imagination ☐ Explain the meaning of words in context ☐ Find the meaning of new words using the context of new sentences. ☐ Link new words to other words they already know.	☐ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Predict what might happen from details stated and implied ☐ Provide reasoned justifications for their views ☐ Confirm and modify predictions in light of new information ☐ Give more than one piece of evidence to support each point they make ☐ Draw evidence from different places across the text ☐ Draw inferences based on indirect clues	☐ Identify main ideas drawn from more than one paragraph and summarise these ☐ Write a brief summary of the main points, identifying and using important information.	☐ Identify themes and conventions in a wide range of books ☐ Identify how language, structure and presentation contribute to meaning ☐ Refer to authorial style, overall themes and features ☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*

PENTECOST 1

Texts

TEXTS	ENGLISH TEXT(S): *Mountains of the World* *The Abominaables*	MODELLED READING TEXT(S): *NF:Mountains of the World* *The Abominables* *Mountain/ Yeti poems*	CLASS STORY TEXT(S): *The Abominables*

	Phonics & Decoding	Common Exception Words	Fluency
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud

	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014 **READING COMP.**	☐ Listen to and discuss 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 ☐ Increase familiarity with a wide range of books and retell some of these orally ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognise different forms of poetry	☐ Check that the text makes sense to them, discussing their understanding ☐ Ask questions to improve their understanding of a text ☐ 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 other say ☐ Confidently skim and scan texts to locate key words and phrases. ☐ Generate a variety of literal questions.	☐ Use dictionaries to check the meaning of word they have not read ☐ Discuss words and phrases that capture the reader's interest and imagination ☐ Explain the meaning of words in context ☐ Find the meaning of new words using the context of new sentences. ☐ Link new words to other words they already know.	☐ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Predict what might happen from details stated and implied ☐ Provide reasoned justifications for their views ☐ Confirm and modify predictions in light of new information ☐ Give more than one piece of evidence to support each point they make ☐ Draw evidence from different places across the text ☐ Draw inferences based on indirect clues	☐ Identify main ideas drawn from more than one paragraph and summarise these ☐ Write a brief summary of the main points, identifying and using important information.	☐ Identify themes and conventions in a wide range of books ☐ Identify how language, structure and presentation contribute to meaning ☐ Refer to authorial style, overall themes and features ☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*

	PENTECOST 2		
	Texts		
TEXTS	**ENGLISH TEXT(S):** *Open Wide Tooth school inside* *Charlotte's Web*	**MODELLED READING TEXT(S):** *Open wide tooth school inside* *Charlotte's Web* *School poems/ last days and first days*	**CLASS STORY TEXT(S):** *Charlotte's Web*

	Phonics & Decoding	**Common Exception Words**	**Fluency**
NC 2014 **WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud

	Pleasure ~ Performance	**Retrieval ~ Fluency**	**Words: Meaning ~ Choices**	**Infer ~ Interpret ~ Predict**	**Sequence ~ Summarise**	**Respond ~ Explain**
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