HOLY TRINITY	CATHOLIC ACADEMY: LK	(S2 READING TERMLY PR	OGRESSION – YEAR B				
	ADVENT I						
			Texts				
TEXTS	ENGLISH TEXT(S): Loud Mouth Louis The Owl Tree		MODELLED READING TEXT(S): The Legend of Podkin One Ear		CLASS STORY TEXT(S): The Legend of Podkin One Ear		
	Phonics & Decoding		Common Exception Words		Flu	ency	
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: LI	(S2 READING TERMLY PR	OGRESSION – YEAR B				
	ADVENT 2						
	Texts						
	ENGLISH TEXT(S):		MODELLED READING TEXT(S):		CLASS STORY TEXT(S):		
TEXTS	Stone Age Boy		The Train to Impossible Places		The Train to Impossible Places		
	Stone Age to Iron Age NF Harvey Slumfenburger		Stone Age to Iron Age				
	Phonics & Decoding		Common Exception Words		Fluency		
			☐ Accurately read the words on the NC Y3/4 word list:		Read age-appropriate texts at	•	
	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill			accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar,		Begin to use appropriate intonation and volume when reading	
	☐ Apply growing knowledge of ro	oot words and prefixes both to	caught, centre, consider, continue, eig		aloud		
	read aloud and understand the me	caning of new words they meet:	experience, experiment, favourite, gu	ard, guide, height, imagine, increase,			
NC 2014	in-, -im, -ir-, il-, un-, dis-, mis-, ex-, nor	<mark>n-, anti-, inter-</mark>	island, knowledge, library, material, r				
	☐ Apply growing knowledge of ro		occasion(ally), ordinary, particular, pe				
WORD	endings both to read aloud and un words they meet: -ing, -er, -en, -ed,		probably, quarter, regular, reign, rem though, although, thought, through, v				
READING	ssion, -tion, -cian	-iy, -duon, -ous, -sure, -ture, -sion, -	ulough, didhough, dhought, dhough, v	arious, weight			
	sololy dolly dall						
	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain	
	☐ Listen to and discuss a wide	☐ Check that the text makes	☐ Use dictionaries to check	☐ Draw inferences such as	☐ Identify main ideas drawn	☐ Identify themes and	
	range of fiction, poetry, plays,	sense to them, discussing their	the meaning of word they have	inferring character's feelings,	from more than one paragraph	conventions in a wide range of	
	non-fiction and reference books or textbooks	understanding Ask questions to improve	not read Discuss words and phrases	thoughts and motives from their actions, and justifying	and summarise these Write a brief summary of	books Identify how language,	
	☐ Reading books that are	their understanding of a text	that capture the reader's	inferences with evidence	the main points, identifying and	structure and presentation	
	structured in different ways and	Retrieve and record	interest and imagination	☐ Predict what might happen	using important information.	contribute to meaning	
	reading for a range of purposes	information from non-fiction	☐ Explain the meaning of	from details stated and implied	, , , , , , , , , , , , , , , , , , ,	☐ Refer to authorial style,	
	☐ Increase familiarity with a	☐ Participate in discussion	words in context	<mark>in the text</mark>		overall themes and features	
	wide range of books and retell	about both books that are read	☐ Find the meaning of new	☐ Use relevant prior		☐ Further develop the idea of	
NC 2014	some of these orally	to them and those they can	words using the context of new sentences.	knowledge/details from the text to form inferences and		story 'themes' e.g. loneliness,	
NC 2014	☐ Prepare poems and play scripts to read aloud and to	read for themselves, taking turns and listening to what	Sentences. ☐ Link new words to other	predictions and justify them.		friendship, family, fear,	
READING	perform, showing understanding	other say	words they already know.	☐ Consolidate the skill of			
COMP.	through intonation, tone,	Confidently skim and scan	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	justifying predictions using a			
COMP.	volume and action	texts to locate key words and		specific reference point in the			
	\square Recognise different forms of	<mark>phrases.</mark>		text.			
	poetry	Generate a variety of literal		Learn how to monitor			
		questions.		predictions and compare them with the text as they read on.			
				Generate a variety of inferential			
				questions about the deeper			
				meaning of a text.			

HOLY TRINITY	CATHOLIC ACADEMY: LK	(S2 READING TERMLY PR	OGRESSION – YEAR B			
	LENT I					
			Texts			
TEXTS	ENGLISH TEXT(S): Beowulf Anglo-Saxon Times		MODELLED READING TEXT(S): The Miraculous Joruney of Edward Tulane Anglo-Saxon Times		CLASS STORY TEXT(S): The Miraculous Journey of Edward Tulane	
			A	ention Words	Flu	encv
NC 2014 WORD READING	Phonics & Decoding 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		Common Exception Words 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: Lk	(S2 READING TERMLY PR	OGRESSION – YEAR B					
	LENT 2							
	Texts							
TEXTS			MODELLED READING TEXT(S): The Land of Roar		CLASS STORY TEXT(S): The Land of Roar			
	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,		

HOLY TRINITY	CATHOLIC ACADEMY: LI	KS2 READING TERMLY PR	OGRESSION – YEAR B				
	PENTECOST I Texts						
TEXTS	ENGLISH TEXT(S): Poems Aloud FLOTSAM		MODELLED READING TEXT(S): Hansel and Gretal Poetry The Last Bear		CLASS STORY TEXT(S): The Last Bear		
	Phonics & Decoding		Common Exc	eption Words	Flu	iency	
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,	

HOLY TRINITY	CATHOLIC ACADEMY: LK	S2 READING TERMLY PR	OGRESSION – YEAR B				
	PENTECOST 2						
			Texts				
TEXTS			MODELLED READING TEXT(S): The Butterfly Lion		CLASS STORY TEXT(S): The Butterfly Lion		
	Phonics &	Decoding	Common Exception Words		Flu	ency	
NC 2014 WORD READING	Phonics & Decoding 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,	