

HOLY TRINITY CATHOLIC ACADEMY: UKS2 READING TERMLY PROGRESSION – YEAR B								
ADVENT I								
Texts								
TEXTS	ENGLISH TEXT(S): <i>Great Adventurers</i> <i>The Dark</i>		MODELLED READING TEXT(S): <i>Brightstorm</i> <i>Great Adventurers</i>		CLASS STORY TEXT(S): <i>Brightstorm</i>			
Phonics & Decoding		Common Exception Words			Fluency			
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues <input type="checkbox"/> Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</i>		<input type="checkbox"/> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i>			<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read <input type="checkbox"/> Read aloud effortlessly and with expression <input type="checkbox"/> Reading sounds natural – as if they are speaking <input type="checkbox"/> Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading		
Pleasure ~ Performance		Retrieval ~ Fluency		Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain	
NC 2014 READING COMP.	<input type="checkbox"/> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types <input type="checkbox"/> Read books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures <input type="checkbox"/> Recommend books to peers, giving reasons for their choices <input type="checkbox"/> Learning a wider range of poetry by heart <input type="checkbox"/> 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		<input type="checkbox"/> Check that the book makes sense to them, discuss their understanding <input type="checkbox"/> Ask questions to improve their understanding <input type="checkbox"/> Distinguish between statements of fact and opinion <input type="checkbox"/> Retrieve, record and present information from non-fiction <input type="checkbox"/> 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 <input type="checkbox"/> 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		<input type="checkbox"/> Explore the meaning of words in context <input type="checkbox"/> Discuss vocabulary used by the author to create effect, including figurative language <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <input type="checkbox"/> Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph	<input type="checkbox"/> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> Predict what might happen from details stated and implied <input type="checkbox"/> Provide reasoned justifications for their views <input type="checkbox"/> Confirm and modify predictions in light of new information <input type="checkbox"/> Give more than one piece of evidence to support each point they make <input type="checkbox"/> Draw evidence from different places across the text <input type="checkbox"/> Draw inferences based on indirect clues	<input type="checkbox"/> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <input type="checkbox"/> Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text	<input type="checkbox"/> Identify and discuss themes and conventions in and across a wide range of writing <input type="checkbox"/> Make comparisons within and across books <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning <input type="checkbox"/> Ask their own critical thinking questions that take the discussion beyond the text

HOLY TRINITY CATHOLIC ACADEMY: UKS2 READING TERMLY PROGRESSION – YEAR B

ADVENT 2						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Kings & Queens</i> <i>Curiosity: A Mars Rover</i>		MODELLED READING TEXT(S): <i>The Beast & the Bethany</i> <i>Kings & Queens</i>		CLASS STORY TEXT(S): <i>The Beast & the Bethany</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
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LENT I						
Texts						
TEXTS	ENGLISH TEXT(S): <i>The History Detectives: Mayan Civilisation</i> <i>Rain Player</i>		MODELLED READING TEXT(S): <i>The Storm Keeper's Island</i> <i>The History Detectives: Mayan Civilisation</i>		CLASS STORY TEXT(S): <i>The Storm Keeper's Island</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues <input type="checkbox"/> Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</i>		<input type="checkbox"/> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read <input type="checkbox"/> Read aloud effortlessly and with expression <input type="checkbox"/> Reading sounds natural – as if they are speaking <input type="checkbox"/> Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading	
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HOLY TRINITY CATHOLIC ACADEMY: UKS2 READING TERMLY PROGRESSION – YEAR B

LENT 2						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Under Earth, Under Water</i> <i>Moth</i>		MODELLED READING TEXT(S): <i>Loki: A Bad God's Guide to Being Good</i> <i>Under Earth, Under Water</i>		CLASS STORY TEXT(S): <i>Loki: A Bad God's Guide to Being Good</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues <input type="checkbox"/> Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</i>		<input type="checkbox"/> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read <input type="checkbox"/> Read aloud effortlessly and with expression <input type="checkbox"/> Reading sounds natural – as if they are speaking <input type="checkbox"/> Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading	
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HOLY TRINITY CATHOLIC ACADEMY: UKS2 READING TERMLY PROGRESSION – YEAR B						
PENTECOST I						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Viking Voyages</i> <i>Poetry to Perform/The Queen</i>		MODELLED READING TEXT(S): <i>Carnival of the Lost</i> <i>Viking Voyages</i>		CLASS STORY TEXT(S): <i>Carnival of the Lost</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
NC 2014 WORD READING	<input type="checkbox"/> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues <input type="checkbox"/> Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</i>		<input type="checkbox"/> Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i>		<input type="checkbox"/> Read age-appropriate texts at 90+ words per minute <input type="checkbox"/> Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read <input type="checkbox"/> Read aloud effortlessly and with expression <input type="checkbox"/> Reading sounds natural – as if they are speaking <input type="checkbox"/> Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading	
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HOLY TRINITY CATHOLIC ACADEMY: UKS2 READING TERMLY PROGRESSION – YEAR B						
PENTECOST 2						
Texts						
TEXTS	ENGLISH TEXT(S): <i>Human Body Odyssey</i> <i>Micro-organisms</i>		MODELLED READING TEXT(S): <i>Carnival of the Lost</i> <i>Human Body Odyssey</i>		CLASS STORY TEXT(S): <i>Carnival of the Lost</i> <i>Dreadwood</i>	
	Phonics & Decoding		Common Exception Words		Fluency	
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