

YEAR 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Tales (3 weeks)</p> <p>R – Talk about characters’ thoughts and feelings</p> <p><i>Listen with attention to the stories that are read aloud</i></p> <p><i>Infer how a character feels</i></p>	<p>Narrative - Picture books about difference (4 weeks)</p> <p>R – Link reading to own experiences</p> <p><i>I can explain what I have read and how this is similar to something that has happened to me</i></p>	<p>Narrative – Visual literacy (2 weeks)</p> <p>R – Make inferences on the basis of what is being said and done</p> <p><i>I listen to the story carefully and think about what is happening</i></p> <p><i>I can infer why a character might have acted in a certain way</i></p>	<p>Narrative – Traditional Tales (4 weeks)</p> <p>R – Recognise and joining with predictable phrase and story language</p> <p><i>I join in with phrases and words that the teacher reads</i></p> <p><i>I can say a word or phrase that will come next</i></p>	<p>Narrative – Contemporary fiction (4 weeks)</p> <p>R – Predict what might happen based on what they have read so far</p> <p><i>I can say what has happened in a story and what the characters might do next, or what the .next event might be</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills</p>
<p>Traditional Tales (3 Weeks)</p> <p>R – Discuss characters’ thoughts and feelings</p> <p><i>I can talk to peers and adults about my reading or what has been read to me.</i></p> <p><i>I can use simple phrases such as ‘I like...’, ‘after that...’, ‘next...’ when talking about a story</i></p>	<p>Instructions (3 weeks)</p> <p>R – Respond to written instruction (by reading independently or with a peer)</p> <p><i>I can listen with attention</i></p> <p><i>I can re-read and check for accuracy</i></p>	<p>Narrative – Recounts of real events (2 weeks)</p> <p>R – Recognise when a word meaning is unknown</p> <p><i>I can sound and blend an unfamiliar word</i></p> <p><i>I ask questions to find out what a word means</i></p>	<p>Poetry- Seasonal poetry/poems based on senses (2 weeks)</p> <p>R – Link what they read to own experiences</p> <p><i>I listen to poems with attention</i></p> <p><i>I use things around me that I can see, hear, touch and smell to help me understand the poems</i></p>	<p>Information text (2 weeks)</p> <p>R – Participate in discussion about what is read to them</p> <p><i>I listen with attention to the story</i></p> <p><i>I talk about the story such as what I liked and what happened in the story and why</i></p>	
<p>Poetry (1 week)</p> <p>R – Notice and discuss the rhythm (clapping/swaying etc.) and rhyme of a poem</p>		<p>Narrative – Imagined recount (2 weeks)</p> <p>R – Predicting what might happen on what has been read so far</p>			

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<p><i>I can clap on a syllable</i> <i>I can say some words that rhyme</i></p>		<p><i>I listen to what has happened in the story</i></p> <p><i>I can say what I think will happen next</i></p>			
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YEAR 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Tales (3 weeks)</p> <p>R – Discuss the plot and characters from 2 stories</p> <p><i>I can confidently discuss a story with an adult or with a peer</i></p> <p><i>I can say how it is the same or different to another story</i></p>	<p>Narrative – Recount (3 weeks)</p> <p>R – Make inferences about character’s actions</p> <p><i>I can infer why a character is acting in a certain way when I listen to a story</i></p>	<p>Poetry – India and other traditions Poetry (2 weeks)</p> <p>R – Discuss their favourite words and phrases.</p> <p><i>I listen to and read poems carefully</i></p> <p><i>I can say what words and phrases I like in the poems</i></p>	<p>Narrative – Modern fiction; journeys (4 weeks)</p> <p>R – Use inference to predict how a story might end</p> <p><i>I listen carefully to what has happened in a story so far and I use what I know about the story to say what might happen next</i></p>	<p>Narrative – Story collection (3 weeks)</p> <p>R – Recognise simple recurring literary language</p> <p><i>I can point out some literary language ie alliteration, repeating words and phrases</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills.</p>
<p>Author Study: Picture Books (3 Weeks)</p> <p>R – Infer characters’ thoughts and feelings</p> <p><i>I can listen with attention to a story</i></p> <p><i>I can infer what a character in a story might be thinking or feeling</i></p>	<p>Narrative – Picture book (4 weeks)</p> <p>R – Make inferences and predictions based on what’s been read</p> <p><i>I listen with attention to stories and I can say what I think might happen next, thinking about what has happened so far</i></p>	<p>Narrative – Picture book (2 weeks)</p> <p>R – Answering questions about how a character feels– using inference skills to support this</p> <p><i>I can say how a character feels and explain why I think this</i></p> <p><i>I can say what part of a text makes me think this</i></p>	<p>Narrative – Picture book (2 weeks)</p> <p>R – Discuss the sequence of information and how it is related</p> <p><i>I can talk about the events that have happened in a story</i></p> <p><i>I can say and why they happened in that order and what caused the events to happen</i></p>	<p>Poetry 3 weeks</p> <p>R – Discuss favourite words and phrases</p> <p><i>I listen to and read a range of poems carefully</i></p> <p><i>I can say what words and phrases I like in the poems and why</i></p>	<p>:</p>
<p>Performance Poetry (2 weeks)</p> <p>R – Recognise simple literary language (expanded noun phrases)</p> <p><i>I know what a noun phrase is</i></p>		<p>Information text (2 weeks)</p> <p>R – To understand that non-fiction books that are structured in different ways.</p>			

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<p><i>I can point out a noun phrase in a poem</i></p>		<p><i>I read a range of non fiction texts on my own or with my teacher</i></p> <p><i>I can say what different features non fiction texts might have ie headings, contents page etc</i></p>			
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YEAR 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Stories (4 weeks)</p> <p>R – Identify the theme/moral of a story</p> <p><i>I listen with attention to stories with a theme or moral</i></p> <p><i>In a discussion I can say what the theme or moral is</i></p>	<p>Narrative – Picture book (4 weeks)</p> <p>R – Make comparisons between stories</p> <p><i>I read, and listen to, a wide range of stories and I can say what is the same or different about stories- using phrases such as ‘This is like ...because...’</i></p>	<p>Narrative – Picture book (3 weeks)</p> <p>R – Identify words and phrases that capture my interest and explain why.</p> <p><i>When I read books I can say which words and phrases I find interesting.</i></p> <p><i>I can explain to my teacher or peers why these words and phrases interest me</i></p>	<p>Narrative – (Contemporary novel (3 weeks – Continued from Spring 1)</p> <p>R – Draw inferences based on how the characters are feeling, thoughts and motives.</p> <p><i>(as previous)</i></p>	<p>Poetry- (3 weeks)</p> <p>R – Recognise different forms of poetry eg free verse, narrative poetry</p> <p><i>I read a wide range of poetry with my teacher or on my own</i></p> <p><i>I can say what sort of poem it is</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills.</p>
<p>Graphic Novel (3)</p> <p>R – Understand texts that are structured in different ways</p> <p><i>I read a range of different texts</i></p> <p><i>I can say what features a text has to help me read it</i></p>	<p>Instruction (2 weeks)</p> <p>R – Recognise how a text is structured</p> <p><i>I can point out features of a text such a paragraphs, titles, subheadings etc</i></p>	<p>Contemporary novel (3 weeks – To continue in Spring 2)</p> <p>R – Draw inferences based on how the characters are feeling, thoughts and motives.</p> <p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling</i></p> <p><i>I can say why I think the character is acting in this way and what he might be thinking and feeling</i></p> <p><i>I can point to parts of the text which make me think this</i></p>		<p>Information texts (3 weeks)</p> <p>R – Read books that are structured in different ways</p> <p><i>I read a wide range of books: fiction, poetry, non fiction (including information texts)</i></p>	

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<p>Performance Poetry (2 weeks)</p> <p>R – Discuss a wide range of poetry</p> <p><i>I read a range of poetry on my own or with my teacher</i></p> <p><i>I can say what I like about poems and point out things that I have noticed</i></p>	<p>Poetry (1-2 weeks)</p> <p>R – I can discuss the word meanings and why the words have been chosen for effect</p> <p><i>I think about words and what they mean, or might mean</i></p> <p><i>I say why I think an author has chosen those words</i></p>				
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YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Twisted Traditional Tales (3 weeks)</p> <p>R – Discuss stories with similar themes</p> <p><i>I read, and listen to, a wide range of stories and I can say what is the same or different about the theme of these stories- using phrases such as ‘This is Good V Evil’</i></p>	<p>Narrative – Picture book (3 weeks)</p> <ul style="list-style-type: none"> R – Identify the themes in a narrative <p><i>I can say what I think the theme of a narrative is drawing on common themes such as:</i></p> <ul style="list-style-type: none"> Courage Death and dying Honesty Loyalty Perseverance Importance of family Benefits of hard work Power of love 	<p>Narrative – Fantasy (3 weeks)</p> <p>R – Identify words and phrases that interest me and state why using personal experiences as evidence.</p> <p><i>When I read books I can say which words and phrases I find interesting and why.</i></p>	<p>Information Texts (3 weeks)</p> <p>R – Understand how author’s choice of words influences the reader.</p> <p><i>I can say which words an author has used to stir up emotions in a reader, or make them believe something</i></p>	<p>Contemporary Novel (4 weeks)</p> <p>R – Justify inference with evidence</p> <p><i>When I have inferred something from the text, I can point to the exact part of the text that made me think that and explain why</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills.</p>
<p>Historical Story (3 Weeks)</p> <p>R – Discuss words and phrases that capture the reader’s interest</p> <p><i>When I read books I can say which words and phrases I find interesting.</i></p> <p><i>I can explain to my teacher or peers why these words and phrases might interest other readers</i></p>	<p>Persuasion (1 week – embedded into ‘Fox’ unit during reading phase)</p> <p>R – discuss the purpose and impact of persuasive phrases</p> <p><i>I can point out some of the persuasive devices that writers use ie alliteration, rhetorical questions, exaggeration, statistics, emotive</i></p>	<p>Narrative - Fantasy (3 Weeks)</p> <p>R – Create inferences based on what has happened in the book so far (using evidence to support their opinions and views).</p> <p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling and why events have happened</i></p>	<p>Poetry – School themed (3 weeks)</p> <p>R1– Give personal response to a poem R2 – Compare different forms of poems across a similar theme</p> <p><i>I can say what I like and/or dislike about a poem. I can explain how it makes me feel.</i></p> <p><i>I can say which poems around the same theme I</i></p>	<p>Journals – Travel related (2 weeks)</p> <p>R Reading different structures and for a range of purposes</p> <p><i>I read a wide range of books (fiction, poetry, non fiction) for different purposes ie amusement, to find something out, to entertain me.</i></p>	

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	<p><i>language, facts, opinion, repetition</i></p> <p><i>I can say how I think this impacts on the reader</i></p>	<p><i>I can point to parts of the text that make me think this</i></p>	<p><i>find most effective and why.</i></p>		
<p>Humorous Poetry (2 weeks)</p> <p>R – Recognising different forms of poetry including rhyming and narrative poetry</p> <p><i>I read a wide range of poetry with my teacher or on my own</i></p> <p><i>I can say what sort of poem it is, using words like rhyme, free verse, narrative</i></p>	<p>Narrative – Short Novel/Humorous Adventure (4 weeks)</p> <p>R – Discuss words and phrases that capture a reader's imagination</p> <p><i>When I read books I can say which words and phrases bring the story to life for me</i></p> <p><i>I can explain to my teacher or peers why these words and phrases might make other readers imagine something or conjure up pictures in their mind</i></p>				

YEAR 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Biblical Stories (3 weeks)</p> <p>R – Discuss understanding of words in context, clarifying meanings</p> <p><i>With my teacher's help I can use the circumstances of the narrative, the ideas and words woven together and expressed before and after, to understand and interpret words in a passage of text.</i></p>	<p>Contemporary Novel (3 weeks – see Autumn 1)</p> <p>R – Predict and infer how a character is feeling, justifying reasons with examples from the text</p> <p><i>(as previous)</i></p>	<p>Contemporary Novel (9 weeks – carrying on into spring 2)</p> <p>R1 – Predicting what might happen from details stated and implied and justifying answers with evidence</p> <p>R2 – Draw inferences regarding characters' feelings, thoughts and motives and justify this with evidence.</p> <p>R3 – Making comparisons with and across books</p> <p><i>I think carefully about how a character might act next way and what he might think or feel next and what events might happen next.</i></p> <p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling and why events have happened</i></p> <p><i>I can point to the exact parts of the text, or words used, that make me think this.</i></p> <p><i>I can say when an event or character has been the same or different in</i></p>	<p>Contemporary Novel (Continued from Spring 1)</p> <p>Completion of planned Key Learning Outcomes from Spring 1</p> <p><i>(As previous)</i></p> <p>Classic poetry (2/3 weeks)</p> <p>R – Understand how language, structure and presentation contribute to meaning</p> <p><i>I can explain why poetic devices, particular words, or the way a poem is structured, help me or another reader understand.</i></p>	<p>Picture Book (5 Weeks)</p> <p>R – Evaluate how the author is using language and the impact on the reader</p> <p><i>I can say whether I think an author has been effective when using a word and whether this has affected the reader in the way hit was intended.</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills.</p>
<p>Contemporary Novel (4 weeks – to be continued in Autumn 2)</p> <p>R – Predict and infer how a character is feeling, justifying reasons with examples from the text</p> <p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling.</i></p> <p><i>I think carefully about how a character might act next way and what he might think or feel next.</i></p> <p><i>I can point to the exact parts of the text, or words</i></p>	<p>Poetry – Nature poems (2 weeks)</p> <p>R – recognise poetic devises and conventions</p> <p><i>I can point out different poetic devices in the poems I read ie</i></p> <ul style="list-style-type: none"> • Alliteration • Onamatapoeia • Repetition • Symbolism • Metaphor • Simile • Different rhyming structures <p><i>I can say when these devices might enhance the effect of a poem</i></p>	<p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling and why events have happened</i></p> <p><i>I can point to the exact parts of the text, or words used, that make me think this.</i></p> <p><i>I can say when an event or character has been the same or different in</i></p>			

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<p><i>used, that make me think this.</i></p>		<p><i>another book and explain why</i></p>			
	<p>Persuasion – (2 weeks)</p> <p>R – Discuss how authors use language and consider the impact on the reader</p> <p><i>I can say why an author has used a word and how this has affected the reader ie by conveying ideas / impressions / suggestions to the reader or by creating a sensory effect or by creating feelings within the reader.</i></p>				

YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Stories (3 Weeks) R – Identify the conventions in and across a wide range of writing</p> <p><i>I know that there are differing types of writing and there is a accepted practice in all areas.</i></p> <p><i>I know that there are conventions of written English such a punctuation.</i></p>	<p>Contemporary Novel (3 weeks – see Autumn 1)</p>	<p>Contemporary Novel (10 weeks) R – Discuss words and phrases that capture interest</p> <p><i>I can point out words and phrases in text that interest me.</i> <i>I can explain why words and phrases in a text interest me</i> <i>I can discuss with others why an author has used these words and phrases</i></p>		<p>Contemporary Poetry (2-3 weeks) R – recognise how a poet uses poetry as a voice to express their own feelings and views</p> <p><i>With a peer or teacher I can recognise that a poem is the format that the poet is using to tell their stories.</i></p> <p><i>I can discuss with a peer or teacher how a poet creates a a sense that the character in a poem is real person.</i></p> <p><i>I can discuss with a peer or teacher how a character in a poem carries a message that the poet wants to convey.</i></p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills.</p>
<p>Contemporary Novel (4 weeks – to be continued in Autumn 2) R – Infer characters' thoughts and feelings</p> <p><i>I think carefully about why a character has acted in a certain way and what he might be thinking or feeling.</i></p> <p><i>I can point to the exact parts of the text, or words used, that make me think this.</i></p>	<p>Narrative – recount (2 weeks) R – Reading books that are structured in different ways.</p> <p><i>I read from a range of books and texts and understand their differing purposes</i></p>			<p>Classic Play script (4 weeks) R – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><i>I can discuss how the poet uses senses, symbols and sound devices to impact on the reader.</i></p> <p><i>I can discuss with others how figurative language is</i></p>	

	<table border="1"> <thead> <tr> <th>Purpose</th> <th>Examples of texts</th> </tr> </thead> <tbody> <tr> <td>to entertain</td> <td>e.g. short stories, films,</td> </tr> <tr> <td>to recount</td> <td>e.g. diary entry,</td> </tr> <tr> <td>to describe</td> <td>e.g. character profile,</td> </tr> <tr> <td>to evaluate</td> <td>e.g. school report,</td> </tr> <tr> <td>to inform</td> <td>e.g. newspaper article,</td> </tr> <tr> <td>to argue</td> <td>e.g. debate,</td> </tr> <tr> <td>to persuade</td> <td>e.g. movie poster, book review,</td> </tr> <tr> <td>to instruct</td> <td>e.g. text book,</td> </tr> </tbody> </table>	Purpose	Examples of texts	to entertain	e.g. short stories, films,	to recount	e.g. diary entry,	to describe	e.g. character profile,	to evaluate	e.g. school report,	to inform	e.g. newspaper article,	to argue	e.g. debate,	to persuade	e.g. movie poster, book review,	to instruct	e.g. text book,			<p><i>used to create layers of meaning.</i></p>	
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	<p>Poetry – Ancient Greek (2 weeks)</p> <p>R – Discuss themes and conventions of classic texts</p> <p><i>I can recognise that classic texts meet high standards for quality, appeal, longevity, and influence</i></p> <p><i>I know that the themes of classic literature are usually:</i></p> <ul style="list-style-type: none"> • <i>Good vs. evil.</i> • <i>Love.</i> • <i>Redemption.</i> • <i>Courage and perseverance.</i> • <i>Coming of age.</i> • <i>Revenge</i> 																						