



Reading Curriculum Progression Map

English - Word Reading

Phonics and decoding

Year group	Key skills and knowledge	Key vocabulary	See SHINE and faith links to individual books in table below.
Year 1	<p>Know how to apply phonic knowledge and skills as the route to decode words</p> <p><i>Blend sounds in unfamiliar words using the GPCs taught</i></p> <p><i>Know the correct phoneme for the given grapheme and recognise these speedily</i></p> <p><i>Match all the 40+ graphemes to their phonemes.</i></p> <p><i>Know all the 40+ graphemes and recognise when reading.</i></p> <p><i>Read words with familiar endings -s, -es, -ing, -ed, -er, -est</i></p> <p><i>Read words of more than one syllable that contain GPCs.</i></p> <p><i>Read words with contractions.</i></p> <p><i>Read phonetically decodable texts with confidence and fluency.</i></p> <p><i>Read all year 1 common exception words, noting unusual correspondences between the graphemes and the phonemes where these occur in words.</i></p>	<p><i>As FS and :</i></p> <p><i>split vowel</i></p> <p><i>digraph</i></p> <p><i>adjacent</i></p> <p><i>consonant</i></p> <p><i>consonant</i></p> <p><i>cluster</i></p>	
Year 2	<p><i>Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i></p> <p><i>Read age appropriate books fluently and confidently.</i></p> <p><i>Use the graphemes taught to blend words accurately without undue hesitation.</i></p> <p><i>Know and understand the importance of decoding words automatically.</i></p> <p><i>Know that phonemes may be represented by different graphemes.</i></p> <p><i>Know that graphemes may be read in different ways.</i></p> <p><i>Recognise alternatives and consider which will make meaning.</i></p> <p><i>Apply knowledge so that reading is fluent.</i></p> <p><i>Recognise syllables in words.</i></p> <p><i>Know that breaking words down into syllables helps fluent decoding.</i></p> <p><i>Read words of two or more syllables accurately.</i></p> <p><i>Know that some words have unusual correspondence between phoneme and grapheme, notice these when reading and decode to retain meaning.</i></p> <p><i>Know that familiar words do not need to be sounded out and blended.</i></p> <p><i>Read most words containing common suffixes.</i></p> <p><i>Read all year 1 and 2 common exception words, noting unusual correspondences between the grapheme and phonemes.</i></p>	<p><i>As Y1 and :</i></p> <p><i>Syllable</i></p> <p><i>Suffix</i></p> <p><i>prefix</i></p> <p><i>Chunk</i></p> <p><i>Graph</i></p> <p><i>Root word</i></p>	

<p>Year 3</p>	<p>Use phonics knowledge to decode quickly and accurately (tackling longer, unknown words with support at times) Know what prefixes and suffixes are and how they can change the meaning of a word. Apply growing knowledge of root words and prefixes and to begin to read words with them in texts (in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-) Apply growing knowledge of suffixes and to begin to read words with them in texts (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian) Know that some words may have a similar pronunciation but may be written differently. Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words Use analogy drawing on the pronunciation of other similar known words to read others. Begin to read Y3/4 common exception words in texts.</p>	<p>Root word Prefix Suffix</p>	
<p>Year 4</p>	<p>Use knowledge of root words to read unfamiliar words. Use knowledge of root words, prefixes and suffixes to read aloud fluently. Know when phonics as a strategy will not help read a word. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Use analogy drawing on the pronunciation of similar known words to read others. Read all Y3/4 common exception words, discussing the unusual correspondences between spelling and sounds and where these occur in words.</p>	<p>analogy</p>	
<p>Year 5</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words including words with -sion, -tion, -cial, -tial -ant/-ance, -ence/-ency, -able/-ably -ible/-ibly. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read most of the Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in words.</p>		
<p>Year 6</p>	<p>Read fluently with full knowledge of further exception words, noting unusual correspondences between the spelling and sounds, where these occur. Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words. Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>	<p>Etymology Morphology</p>	

English - Word Reading

Fluency

Year 1	<p><i>Accurately read texts that are consistent with developing phonic knowledge, and do not require use of other strategies to work out words.</i></p> <p><i>Re read texts to build fluency and confidence in word reading.</i></p>	<p><i>Story telling</i> <i>voice</i></p>	
Year 2	<p><i>Read aloud age appropriate books, sounding out unfamiliar words accurately, automatically and without due hesitation.</i></p> <p><i>Reread these books to build up fluency and confidence in word reading.</i></p> <p><i>Read words accurately and fluently, without overt sounding and blending. (As a guide, over 90 words a minute to enable the reader to focus on the meaning of texts read)</i></p> <p><i>Read age appropriate texts with fluency, pace and expression to demonstrate meaning</i></p> <p><i>Know that there is a difference in reading alone and with someone else.</i></p> <p><i>Understand that the reading has to be heard and understood by the audience.</i></p> <p><i>Can read alone and maintain pace and meaning.</i></p>	<p><i>Intonation</i> <i>Expression</i> <i>Pace</i> <i>Fluency</i> <i>Phrasing</i> <i>Sentence punctuation</i></p>	
Year 3	<p><i>Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation.</i></p> <p><i>Recognise and use punctuation, pausing at key moments.</i></p> <p><i>Reading is of an appropriate paced and the sentences flow smoothly.</i></p>	<p><i>flow</i> <i>smooth</i> <i>reading</i> <i>pause</i> <i>pace</i></p>	
Year 4	<p><i>Read clearly and apply punctuation accurately.</i></p> <p><i>Use expression and intonation with a growing awareness of audience and purpose.</i></p> <p><i>Know that, when reading to others, reading has to engage the audience and it is the reader's role to keep the text interesting.</i></p> <p><i>Word reading should also support the development of vocabulary.</i></p>	<p><i>pause</i> <i>dramatic</i> <i>effect</i></p>	
Year 5	<p><i>Read fluently, using punctuation, expression and intonation linked to a growing vocabulary, showing awareness of the intended audience and purpose.</i></p>	<p><i>purpose</i> <i>audience</i> <i>vary</i></p>	
Year 6	<p><i>Use punctuation, expression ad intonation of a wider vocabulary to create moods, showing an appreciation of audience and purpose.</i></p> <p><i>Understands how to control voice – tone and pitch and pace and volume of reading to create atmosphere.</i></p>	<p><i>pitch</i> <i>tone</i> <i>volume</i></p>	

English - Reading Comprehension

Strand	Take pleasure in reading	Read independently and in groups	Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	Extend their range of reading	
Year 1	Select books for personal reading and give reasons for choices. Enjoy listening to books read to them	Read independently and in groups.	Discuss books they like and give reasons for their preferences	Select books to read and listen to	
Year 2	Read and listen to whole books, make choices for their personal reading	Read independently and in groups. Enjoy listening to books read to them	Justify their choices of books and their preferences from the books they have read or have had read to them	Make choices from a selection of texts to listen to and to read themselves	
Year 3	Sustain their reading for enjoyment and to find out	Read independently and in groups. Enjoy listening to books read to them.	Discuss why they like particular books or authors with others, giving reasons.	Extend the range of books read by browsing and selecting texts, including poetry, to read independently.	
Year 4	Read independently complete short texts and sections from information books	Read independently and in groups. Enjoy listening to books read to them	Describe and review their own reading habits	Develop their reading stamina as they read longer texts	
Year 5	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others	Read independently and in groups. Enjoy listening to books read to them	Talk about books referring to details and examples in the text	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader	
Year 6	Listen to texts read to them and sustain their reading of longer and more challenging texts	Read independently and in groups. Enjoy listening to books read to them	Plan personal reading goals which reflect their interests and extend their range	Develop their reading stamina and complete the independent reading of some longer texts.	

English - Reading Comprehension

Strand	Build a wide vocabulary	Use a dictionary effectively	Use strategies to locate or infer the meaning of unfamiliar words		
Year 1	<i>Make class collections of interesting words and use them when talking about books and stories.</i>	<i>No Year 1 objective</i>	<i>Discuss possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.</i>		
Year 2	<i>Develop understanding of words met in reading. Discuss the possible meaning of unfamiliar words they have read.</i>	<i>Use simple dictionaries, glossaries and thesaurus to locate words by the initial letter. Use terms such as definition.</i>	<i>Check out the meaning of an unfamiliar word where it is explained in preceding or subsequent sentences or in a glossary. Check whether their suggested meaning of an unfamiliar word makes sense in the context of the passage.</i>		
Year 3	<i>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</i>	<i>Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.</i>	<i>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</i>		
Year 4	<i>Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.</i>	<i>Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.</i>	<i>Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in</i>		

			<i>the text and where a dictionary</i>		
Year 5	<i>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.</i>	<i>Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.</i>	<i>Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning</i>		
Year 6	<i>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</i>	<i>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</i>	<i>Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</i>		

Strand	Develop and express their understanding	Answer questions about a text and record their understanding	Justify their ideas about a text	Annotate the text to support understanding	Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
Year 1	<i>Discuss reasons why things happen in the texts they read or are read to them. Express understanding orally, through words or illustrations</i>	<i>Answer simple questions orally where they recall information from a text.</i>	<i>No year 1 objective</i>	<i>Indicate in the text where they found information in a story or non-fiction text.</i>	<i>Retell stories and parts of stories, using some of the features of story language. Re-read, learn and recite simple poems and rhymes, with actions. Convey meaning by taking account of punctuation.</i>
Year 2	<i>Discuss themes, plots, events and characters, comparing stories by the same and different authors.</i>	<i>Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering.</i>	<i>Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text to justify their thinking.</i>	<i>Make simple notes on a text, e.g. underlining key words or phrases, text highlighting etc</i>	<i>Retell stories, deliberately selecting the main points or events and retelling in sequence, showing an understanding of which details are significant.</i>
Year 3	<i>Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.</i>	<i>Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.</i>	<i>Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</i>	<i>Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.</i>	<i>Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.</i>
Year 4	<i>Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.</i>	<i>Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).</i>	<i>Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</i>	<i>Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</i>	<i>Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</i>
Year 5	<i>Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their</i>	<i>Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant</i>	<i>Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to</i>	<i>Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple</i>	<i>Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate</i>

	<p><i>ideas in appropriate and helpful formats, including graphically.</i></p>	<p><i>information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked.</i></p> <p><i>Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</i></p>	<p><i>support a hypothesis.</i></p>	<p><i>abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.</i></p>	<p><i>and modify a performance of a story, poem or play script to convey meaning and emotion.</i></p>
<p>Year 6</p>	<p><i>Contribute constructively to a discussion about reading, responding to and building on the views of others.</i></p> <p><i>Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.</i></p>	<p><i>Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.</i></p> <p><i>Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question.</i></p> <p><i>Use confidently the different formats (matching, ordering etc.) to answer questions on a text.</i></p> <p><i>Answer questions by explaining their ideas orally and in writing</i></p>	<p><i>Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.</i></p> <p><i>Identify and summarise evidence from a text to support a hypothesis.</i></p>	<p><i>Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.</i></p> <p><i>As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.</i></p>	<p><i>Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.</i></p> <p><i>Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience</i></p>

Strand	Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify how structure and presentation contribute to meaning	Make comparisons within and across texts	Identify how language contributes to meaning	Evaluate the text
Year 1	<i>Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</i>	<i>Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of illustrations and diagrams.</i>	<i>No year 1 objective</i>	<i>Identify some key elements of story language. Explore the effect of patterns of language and repeated words and phrases in poems and stories.</i>	<i>Talk about aspects of the text that they like.</i>
Year 2	<i>Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.</i>	<i>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions etc Identify and discuss patterns of rhythm, rhyme, etc which influence the sound of a poem.</i>		<i>Speculate about why an author might have chosen a particular word and their reasons for this e.g. by considering alternative synonyms that might have been used.</i>	<i>Explain why they like a particular text.</i>
Year 3	<i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i>	<i>Identify how structure and presentation contribute to meaning</i>	<i>Make comparisons within and across texts</i>	<i>Identify how language contributes to meaning</i>	<i>Evaluate the text</i>
Year 4	<i>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts</i>	<i>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</i>	<i>Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes</i>	<i>Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.</i>	<i>Identify aspects or features that make a text entertaining, informative or useful.</i>

		<p><i>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</i></p>			
<p>Year 5</p>	<p><i>Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</i></p>	<p><i>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</i></p>	<p><i>Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</i></p>	<p><i>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</i></p>	<p><i>Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic (in non-fiction).</i></p>
<p>Year 6</p>	<p><i>Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.</i></p>	<p><i>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structures of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</i></p>	<p><i>Make comparisons and draw contrasts between different elements of a text and across texts Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</i></p>	<p><i>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.</i></p>	<p><i>Identify the features that make some texts more effective than others.</i></p>

Strand	Retrieve and record information from texts	Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Identify how language, structure and presentation contribute to meaning	Ask retrieval questions about a text	
Year 1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Return to a text to find information about an event, character or topic.	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text	No Year 1 objective	Ask questions to understand what has happened in stories they have read or that have been read to them.	
Year 2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text.	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.	Notice how information is presented.	Ask what, where, and when questions about a text to support and develop their understanding	
Year 3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Notice how information is presented across a range of texts.	Clarify their understanding of events, ideas and topics by asking questions about them	
Year 4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/	Use knowledge of different organisational features of texts to find information effectively.	Identify elements of a text which they do not understand and ask questions about it.	

	<i>forms where it is presented graphically.</i>	<i>or paragraphs to identify an explanation.</i>			
Year 5	<i>Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</i>	<i>Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.</i>	<i>Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.</i>	<i>Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</i>	
Year 6	<i>Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.</i>	<i>Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.</i>	<i>Use knowledge of different organisational features of texts to find information effectively Identify and explain how complicated information is presented on the page to make reading easier</i>	<i>Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</i>	
Strand	<i>Infer from what characters say and do</i>	<i>Predict what might happen</i>	<i>Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices</i>	<i>Ask inferential questions</i>	<i>Adapt reading strategies in order to make inferences</i>
Year 1	<i>Begin to make simple inferences about characters from what they say and do</i>	<i>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</i>	<i>Explore the effect of patterned language or repeated words and phrases in familiar stories.</i>	<i>Ask questions to explore what characters say and do.</i>	<i>No year 1 objective</i>
Year 2	<i>Make inferences about characters from what they say and do, focusing on important moments in a text.</i>	<i>Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</i>	<i>Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event</i>	<i>Ask questions to understand more about characters and events in narrative or the topic in non-fiction</i>	<i>Re-read sections of texts carefully to find answers to questions about characters and events.</i>

<p>Year 3</p>	<p><i>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.</i></p>	<p><i>Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</i></p>	<p><i>Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</i></p>	<p><i>Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic</i></p>	<p><i>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.</i></p>
<p>Year 4</p>	<p><i>Deduce the reasons for the way that characters behave from scenes across a short story.</i></p>	<p><i>Use information about characters to make plausible predictions about their actions</i></p>	<p><i>Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.</i></p>	<p><i>Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</i></p>	<p><i>Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</i></p>
<p>Year 5</p>	<p><i>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</i></p>	<p><i>Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.</i></p>	<p><i>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</i></p>	<p><i>Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding</i></p>	<p><i>Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an</i></p>

					<i>extended text.</i>
Year 6	<i>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</i>	<i>Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</i>	<i>Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</i>	<i>Ask questions to clarify and explore their understanding of what is implied in the text.</i>	<i>Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.</i>

Strand	Retrieve and record information from non-fiction texts	Ask questions to find out	Identify how the structure and presentation of non-fiction texts contributes to meaning	Identify how language ...contributes to meaning	Apply strategies for reading non-fiction texts
Year 1	Find information in a text about an event, character or topic. Pose questions and use a text to find answers.	Discuss different ways pages from an information book can be laid out and how this is different from story books.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Discuss the meaning of significant words met in reading linked to particular topics. Notice how language is used in instructional writing and recounts. Discuss the language used in labels and captions.	Locate parts of the text which give particular information, including labelled diagrams and charts.
Year 2	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing. Compare information in different texts.	Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time adverbials etc. Discuss possible meanings of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.	Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful for a particular purpose by skim reading its title, contents page, illustrations, headings and sub headings.
Year 3	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.
Year 4	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.
Year 5	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read,	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.	Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop

	e.g. flow charts, for and against columns, matrices and charts of significant information.								understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	
Year 6	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.		Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.		Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.		Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.		Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	
Strand	Use prior knowledge to support understanding	check that books make sense to them	Ask questions to improve their understanding	Skim. scan and read closely	Use strategies to locate or infer the meaning of unfamiliar words	Annotate text	Visualise their understanding of what they read	Make predictions	Summarise understanding	Adapt reading strategies for different purposes according to the text type
Year 1	Talk about what they know about a particular topic prior to reading	Listen to their own reading, and that of others, and make a sense check at regular intervals	Ask questions about aspects of a text they don't understand	Skim read to gain an overview of a page eg title, captions etc Scan the text to locate specific information- using titles, labels etc	Suggest what a word might mean. Check whether the meaning makes sense in the context of the sentence/text.	No Year 1 objective	Visualise what they have been reading eg through drawing or acting out	Make simple predictions based on clues such as pictures, titles etc	No Year 1 objective	Listen to their own reading, checking for meaning. Re-reading where necessary to regain understanding
Year 2	Link the events in texts to their own experience or information that they know. recognise how books are similar to other they have read or heard.	Check that a text makes sense to them, pausing to check understanding and re-reading to re-gain understanding if necessary.	Ask questions about a text to ensure they understand events or ideas.	Speculate about the meaning of a section or page of a text by skim reading the title, contents page, sub-headings etc. Scan pages to find specific information, using key words, headings etc	Learn how to find the meaning of an unfamiliar word if it is explained in previous or subsequent sections. Use the context of the passage to check meaning makes sense.	Make simple notes on a text – underlining, highlighting etc. Choose relevant information and words to annotate	Use illustrations and simple flow charts and diagrams to explain a processor events from reading	Use what they have read previously in the text to make a plausible prediction.	Retell a story giving the main events, selecting and using relevant information. Draw together information from across a number of sentences/pages to sum up what they've found out about eg a character.	Stop and think about what they have read. Put what they have read into their own words.

<p>Year 3</p>	<p>Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.</p>	<p>Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.</p>	<p>Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.</p>	<p>Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.</p>	<p>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>	<p>Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.</p>	<p>Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.</p>	<p>Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p>	<p>Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.</p>	<p>Identify where they don't understand what they've read, stop reading and take steps to fix the problem.</p>
<p>Year 4</p>	<p>Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.</p>	<p>Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.</p>	<p>Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text</p>	<p>Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.</p>	<p>Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in</p>	<p>Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</p>	<p>Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations</p>	<p>Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</p>	<p>Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>	<p>Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.</p>

					<i>the text and where a dictionary needs to be used to understand them.</i>					
Year 5	<i>Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.</i>	<i>Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.</i>	<i>Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.</i>	<i>Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.</i>	<i>Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning</i>	<i>Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.</i>	<i>Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself</i>	<i>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</i>	<i>Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text.. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</i>	<i>Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it</i>
Year 6	<i>Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read</i>	<i>Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning</i>	<i>Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching</i>	<i>Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions</i>	<i>Check the plausibility and accuracy of their explanation or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the</i>	<i>Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a</i>	<i>Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself</i>	<i>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.</i>	<i>Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding</i>	<i>Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information</i>

					meaning	commentary where this is helpful			about a text at regular intervals.	
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Texts used

Year group	Term	Outcomes	Text	Links to faith, values and SHINE curriculum
Year 1	Autumn 1	<ul style="list-style-type: none"> • Letter writing • Poetry • Recount • Retelling a story 	Beegu by AlexisDeacon	<p>Values: Compassion, respect, integrity SHINE: Helping each other, Never give up</p> <p>Reflect and discuss:</p> <ul style="list-style-type: none"> • What would the Prophet do to help Beegu? • How would he want us to treat someone who came to Earth? <p>Link to Quran</p> <ul style="list-style-type: none"> • 49:10 "All believers are but brothers, therefore seek reconciliation between your two brothers, and fear Allah, so that you may be blessed with Mercy" • 55:60 "Is there any reward for goodness other than goodness?"
			How to Catch aStar by Oliver Jeffers	<p>Values: Excellence SHINE: Never give up, Excellence (the boy in the story shows patience and determination in catching the star).</p> <p>Reflect and discuss:</p> <ul style="list-style-type: none"> • Think of a time where you have shown patience and determination. How did it feel while showing patience? How did it feel when you achieved? Why do you think you felt proud of yourself? (focus on the pride that comes from the resilience/determination) • Do you think the boy had any qualities of the Prophet?

				<p><i>Link to the Quran</i></p> <ul style="list-style-type: none"> • <i>Star is mentioned 18 times in the Quran. Some verses you may wish to share include 6:76, 6:97; 7:54</i> • <i>Being patient 8:46 "...and be patient. Indeed Allah is with the patient."</i> • <i>3:159 "Once you reach a decision, put your trust in Allah. Surely God loves those who put their trust in Him."</i>
			<p>Me and My Fear by Francesca Sanna</p>	<p><i>Values: Compassion</i> <i>SHINE: Helping each other; Never give up</i></p> <p><i>Reflect and discuss:</i></p> <ul style="list-style-type: none"> • <i>Has fear ever stopped you from doing something? Have you ever done something even though you feel afraid?</i> • <i>Is fear good or bad?</i> • <i>Do you think the prophet ever felt fear? What strategy do you think he used to help him?</i> <p><i>Link to the Quran</i></p> <ul style="list-style-type: none"> • <i>Strategies when you feel fear 13:28 "Verily in the remembrance of Allah do hearts find rest."</i> • <i>94:6 "Indeed, after hardship there is ease."</i> • <i>3:159 "Once you reach a decision, put your trust in Allah. Surely God loves those who put their trust in Him."</i>
	<p>Autumn 2</p>	<ul style="list-style-type: none"> • Descriptive writing • Narrative • Non-fiction text • Invitation 	<p>Hair Love by Matthew Cherry</p>	<p><i>Values: Gratitude (compassion and Service of the father)</i> <i>SHINE: Inspire – showing gratitude for what we have been blessed with and inspire each other through good deeds. Never give up.</i></p> <p><i>Reflect and discuss:</i></p> <ul style="list-style-type: none"> • <i>How did Zuri feel about herself? What feature of your body are you grateful for?</i>

			<ul style="list-style-type: none"> • Who showed compassion in this story? • How did Zuri show respect? • How did the family work together? • Allah wants us to love ourselves and look after our bodies. How do you take care of yourself? <p>Link to Quran</p> <ul style="list-style-type: none"> • Gratitude for blessings Allah has given us 55:13 "Which of the favors of your Lord, can you deny?" • Dua/prayer for confidence from the Quran 20:25-26 "(Moses) said: My lord expand my chest and make my task easy for me."
		The Snowman by Raymond Briggs	<p>Values: compassion/friendship, respect SHINE: helping each other, share worries and respect each other</p> <p>Reflect:</p> <ul style="list-style-type: none"> • Beautiful creation of Allah such as snow. • What made the snowman/boy a good friend? What qualities should a good friend have? Why do friends need to have these qualities? <p>Hadith about friendship</p> <ul style="list-style-type: none"> • Prophet Muhammad has said "Man is influenced by the faith of his friends. Therefore be careful of whom you associate with." (Source: Bihar-ul-anwar vol74, p192)
		Ocean Meets Sky by Eric and Terry Fan	<p>Values: Excellence (boy showed enthusiasm for learning and didn't give up when building his boat), compassion, respect SHINE: Never give up, Excellence, Inspire (he was inspired by his grandpa and grateful for him).</p> <p>Reflect:</p>

Who showed compassion in this story?

How did Zuri show respect?

How did the family work together?

Allah wants us to love ourselves and look after our bodies. How do you take care of yourself?

Link to Quran

Gratitude for blessings Allah has given us 55:13 "Which of the favors of your Lord, can you deny?"

Dua/prayer for confidence from the Quran 20:25-26 "(Moses) said: My lord expand my chest and make my task easy for me."

Values: compassion/friendship, respect
SHINE: helping each other, share worries and respect each other

Reflect:

Beautiful creation of Allah such as snow.

What made the snowman/boy a good friend? What qualities should a good friend have? Why do friends need to have these qualities?

Hadith about friendship

Prophet Muhammad has said "Man is influenced by the faith of his friends. Therefore be careful of whom you associate with." (Source: Bihar-ul-anwar vol74, p192)

Values: Excellence (boy showed enthusiasm for learning and didn't give up when building his boat), compassion, respect
SHINE: Never give up, Excellence, Inspire (he was inspired by his grandpa and grateful for him).

Reflect:

				<ul style="list-style-type: none"> • Who is Finn remembering? • What strategies do you use to help you when you have lost someone? (Can give charity in their name, pray for them, remember they have returned to Allah) <p>Reflective area/Prayer space idea As a class, in your reflective area you could have an empty chair and children attach tags praying for someone who is no longer in their life.</p>
	Spring 1	<ul style="list-style-type: none"> • Information report • Diary entry • Newspaper report 	The Last Wolf by Mini Grey	<p>Values: Compassion, service, integrity SHINE: Share, helping each other</p> <p>Reflect/Discuss</p> <ul style="list-style-type: none"> - Appreciation for God's creation - The little girl plants some trees to help look after the creation of Allah. What could you do?
			The True Story of the Three Little Pigs by Jon Scieszka	<p>Values: Integrity, respect, compassion</p> <p>Reflect/Discuss:</p> <ul style="list-style-type: none"> - The pigs were very rude to Alexander. Why did they do this? How should they have behaved? How would the Prophet have treated Alexander? - The wolf gets very angry at the end of the story. What strategies could he use to control his anger? (e.g. do wudhu, wash his face, sit down, breathing). - Who showed integrity/compassion/respect in this story? How? <p>Quranic link:</p> <ul style="list-style-type: none"> - 2:42 "And do not mix the truth with falsehood or conceal the truth while you know it."

			<p>The Wolf, the Duck and the Mouse by Mac Barnett and Jon Klassen</p>	<p><i>Values: Compassion, respect, service</i> <i>SHINE: Share, Helping others</i></p> <p><i>Reflect/discuss:</i></p> <ul style="list-style-type: none"> - How do you feel when you are in a new place? - If someone joined our class how could you help them on their first day like the duck helped the mouse? <p><i>Quran links:</i></p> <ul style="list-style-type: none"> - 2:264 "A kind word with forgiveness is better than a charity followed by injury..." - We should be kind to others like the duck in this story and like the Prophet Muhammad 9:128 "Surely, there has come to you a Messenger from amongst you, hard on whom is your suffering, for the good of you he craves and for believers he is kind, merciful." - 2:263
	<p>Spring 2</p>	<ul style="list-style-type: none"> • Letter writing • Poetry • Poetry performance 	<p>Dear Dinosaur byChae Strathie</p>	<p><i>Values: Integrity, compassion, respect</i> <i>SHINE: Share, Helping each other, never give up</i></p> <p><i>Reflect/Discss:</i></p> <ul style="list-style-type: none"> - Which character showed integrity/compassion/respect? How? - How did the boy teach the dinosaur to be kind? - Everyone wasn't kind to the Prophet. How did the prophet teach people good morals? - What qualities of the prophet did the boy have? - How will you teach others kindness?
			<p>The Puffin Book of Fantastic First Poems</p>	<p>You may wish to share some Islamic poems too. There are plenty out there but here is a kids page of Islamic poems to help:</p>

				<p>https://www.islamicnet.com/kids-section/islamic-poems</p>
			<p>The Dinosaurs Dinner by June Crebbin</p>	<p>Values: Respect SHINE: inspire Reflect/Discuss:</p> <ul style="list-style-type: none"> - Do you think the dinosaur inspired the people he was eating with? - What did the dinosaur do that wasn't respectful? - If you were going to dinner with Prophet Muhammad, how would you behave? - How should we treat our guests? <p>Quranic/Hadith Links:</p> <ul style="list-style-type: none"> - Hadith. Prophet Muhammad has said "Whoever believes in Allah and the Last day should be hospitable with his or her guests."
	<p>Summer 1</p>	<ul style="list-style-type: none"> • Diary entry • Story retelling and writing • Non-fiction report • Recount 	<p>The Robot and The Bluebird by David Lucas</p>	<p>Values: compassion, SHINE: Helping others</p> <p>Reflect/discuss:</p> <ul style="list-style-type: none"> - How did the characters show compassion? (the robot gave the bird a place to sleep) - Think of when you have shown kindness to someone. How do you feel when you help/show kindness to someone? <p>Link to Quran</p> <ul style="list-style-type: none"> - Showing kindness to everyone 4:36 "Worship Allah and associate nothing with Him and show kindness/be good to to parents, relatives, orphans, the needy, the near neighbour, the neighbour farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful."

			The Dark by Lemony Snicket	<p><i>Values:</i> <i>SHINE:</i></p> <p><i>Discuss/reflect:</i></p> <ul style="list-style-type: none"> - What are you afraid of? What strategies can we use when we feel scared? (trust in Allah, know that Allah is with you, recite something that brings you peace, imagine your happy place).
			Traction Man is Here by Mini Grey	<p>Values: Service, respect, gratitude SHINE: helping others, share/respect, inspire</p> <p><i>Discuss/reflect:</i></p> <ul style="list-style-type: none"> - How did serving others make traction man feel? - How did traction man show gratitude and respect when he got his gift? - How would you behave when you get a gift? What if you didn't like the gift?
		<p>Summer 2</p> <ul style="list-style-type: none"> • Lists and instructions • Poetry • Descriptions • story writing 	The Secret Sky Garden by Linda Sarah	<p>Values: Gratitude; excellence SHINE: Inspire through good deeds and by showing gratitude for what you have been blessed with; Excellence by showing an enthusiasm for what she is doing; never give up</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How did the girl show gratitude at the start despite knowing something was missing? What are you grateful for? - How does the girl show excellence? - What does the garden remind you of? If you were creating the garden of Jannah what would it have/look like? - The girl in the story thinks something is missing from the garden – what do you think is missing? (refer to verse 9:72) - What would you plant if it was your

			<p><i>garden? What plants are mentioned in the Quran?</i></p> <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 9:72 "Allah has promised to believers, men and women, gardens under which rivers flow, to dwell therein, and beautiful mansions in gardens of everlasting bliss. But the greatest bliss is the good pleasure of Allah: that is the supreme felicity."
		<p>The Kew Gardens Children's Cookbook: Plant, Cook, Eat by Caroline Craig</p>	<p>Values: Service</p> <p>SHINE: Helping each other</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Which foods are mentioned in the Quran? What are the benefits of these foods? Do you know/can you find any recipes that use these foods? - How does cooking show our value of service? (cooking for others, sharing food – see hadith below) <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Foods in the quran - Ali ibn Abu Talib said "The nourishment of the body is food while the nourishment of the soul is feeding others." (Mishkat al Anwar, no.325). - Quran 36:47 - And when it is said to them, 'Spend (to the needy) from the provision Allah has given you', the disbelievers say to the believers, 'Shall we fed those whom Allah could have fed, if Allah so willed? You are but in the open error.'
		<p>My Friend Earth by Patricia MacLachlan</p>	<p>Values: Gratitude, service</p> <p>SHINE: helping each other – service to the earth; inspire – showing gratitude for what we have been blessed with</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - What are you grateful for on Earth? - Whose responsibility is it to look after

				<p>the Earth? How do you look after the Earth?</p> <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran – repeated phrase in Surah Rahman (55) says "Which of the favors of your Lord will you then deny?" - Quran 10:14 "Then We made you vice-regents on the earth, so that we see how you would act."
<p>Year 2</p>	<p>Autumn 1</p>	<ul style="list-style-type: none"> • Letter writing • Setting descriptions • Retelling stories • Poetry 	<p>Dear Teacher by Amy Husband</p>	<p>Values: Integrity, Excellence, Respect</p> <p>SHINE: Share – share our worries and respect each other; Integrity/never give up - Understand and do what is right; Excellence – showing enthusiasm for learning</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Does the child in the story show integrity/excellence? How do you show integrity/excellence at school? - How does the boy show respect to his teacher? How does the teacher show respect for the boy? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 53:39 "Man will not get anything unless he works hard."
			<p>Monkey Puzzle by Julia Donaldson</p>	<p>Values: service, compassion</p> <p>SHINE: helping each other – the animals showed compassion and service to the monkey</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Have you ever been lost? How does it feel? How could you show compassion if you saw someone was lost in our school? - How do you show gratitude and respect for your mother? <p>Quran/Hadith links:</p>

			<p>- <i>Respect for parents in quran 17:23-24 "Your Lord has decreed that you worship none but Him and that to be kind to parents Whether one or both of them attain old age with you, say not to them a word of contempt, nor repel them, but address them in terms of honour and out of kindness, lower to them the wing of humility and say 'My Lord! Bestow on them Thy Mercy as they cherished me in childhood.'"</i></p>
			<p>Room on a Broom by Julia Donaldson</p> <p>Values: Service, Gratitude</p> <p>SHINE: Helping each other; Inspire each other through good deeds and showing gratitude.</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How did the characters help each other? - How did the Witch show gratitude to the different animals that helped her? How did the animals show gratitude to the witch? - How do you show gratitude to others? How do you show gratitude to Allah/God? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - 14:7 "And when your Lord proclaimed, 'If you are thankful/grateful, surely I will increase (blessings for) you,...'"
	<p>Autumn 2</p>	<ul style="list-style-type: none"> • Non-fictional report writing • Recounts Story writing (with a focus on word classes) 	<p>We are going on a Bear Hunt by Michael Rosen</p> <p>Values: excellence</p> <p>SHINE: Never give up, Excellence – showing enthusiasm and positivity</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - There were many obstacles but they didn't give up. What are the obstacles that come in your way on the journey of life? (e.g. what people say, worries, wanting to look good,

				<p>money)</p> <ul style="list-style-type: none"> - Reflect on the idea that there were obstacles and when there was no way around it they drove through it, giving up luxuries of a comfortable walk. Similarly we have to drive through the obstacles in our life, sometimes giving up something we want to do the right thing and not give up. <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 94:6 "Verily, with every difficulty there is relief/ease."
			Snail and the Whale by Julia Donaldson	<p>Values: Excellence, Integrity, Compassion, Service</p> <p>SHINE: Helping each other; Never give up; Excellence – theme of if you try hard enough anything is possible.</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How did the characters show compassion/service? - How did the snail show excellence/integrity? - Was there ever a time where you thought you couldn't do it but you managed to when you tried and were supported? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Link to the story of the Prophet Yunus/Jonah which also has a whale that helps.
		<ul style="list-style-type: none"> • Facts files • Fictional and non-fictional texts (understanding the key differences) • Descriptive writing (and the use of imagery) 	Vlad and the Great Fire of London by Kate Cunningham	<p>Discuss/reflect:</p> <ul style="list-style-type: none"> - What would you bury to keep safe in a fire? - Reflect on how they would feel if they were in that situation and the people around the world that have to leave their homes. There may be an opportunity to pray for those in difficult conditions or link up with a charity.

			A compilation of fables	<p>Values/SHINE: depends on fable being done (e.g. The boy who cried wolf – integrity)</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Do you know any stories of the prophet or Quran that teach the same moral? - What moral would you want to teach if you were writing a story? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Why do you think there are stories of prophets and stories in the Quran? (to help us learn – people learn from stories) - Depending on Fable you could link it to a story/hadith of the prophet or story from Quran.
			Each, Peach, Pear, Plum (poetry) by Janet and Alan Ahlberg	You may wish to share some Islamic poems too. There are plenty out there but here is a kids page of Islamic poems to help: https://www.islamicnet.com/kids-section/islamic-poems
		Spring 2	<ul style="list-style-type: none"> • Persuasive letter writing • Poetry Diary entries • Stories with alternative ending 	<p>Quentin Blake’s Revolting Poems</p> <p>The Day the Crayons Quit by Drew Daywalt</p>

				<p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - We should be grateful to Allah for the colours he has chosen for creation. 16:13 "And the things on this Earth which He (Allah) has created in varying colors; verily in this is a sign for the people who take heed." - Purpose in life in the Quran 51:56 "I have not created men except that they should serve Me (Allah)."
			Enormous Crocodile by Roald Dahl	<p>Values:</p> <p>SHINE:</p> <p>Discuss/reflect:</p> <p>Quran/Hadith links:</p>
		Summer 1	<ul style="list-style-type: none"> • Instructional Writing • Character descriptions • Stories with different themes and plots 	The Twits by Roald Dahl
	Summer 2	<ul style="list-style-type: none"> • Setting and character descriptions • Stories with interesting themes and plots. • Story writing (understanding grammatical features for editing purposes) 	Charlie and Chocolate Factory by Roald Dahl	<p>Values: Service/Integrity – the animals showed integrity by joining together to stop the crocodile.</p> <p>SHINE: Helping each other; never give up</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - What should you do if you see someone doing the wrong thing? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - 33:70 "Oh you who believe, fear Allah and speak the right word." - 2:42 "And do not mix the truth with falsehood or conceal the truth while you know it."
Year 3	Autumn 1	<ul style="list-style-type: none"> • Character descriptions • Setting descriptions Fables 	Spud Murphy By Eoin Colfer	<p>Values: Excellence, Integrity,</p> <p>SHINE: Do what is right; show enthusiasm and love for learning</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Why does the mum take the boys to the library? - Is it important to read? Why? - Do the boys show excellence/enthusiasm for learning?

				<ul style="list-style-type: none"> - How do you feel about reading? How could you show excellence even if you think you don't like reading? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Hadith of the Prophet. Prophet Muhammad said "The virtue of knowledge is more beloved with Allah than the virtue of worship." - Prophet Muhammad has said "He who searches for knowledge is similar to a person who fasts during the day and keeps awake at night and is busy worshipping. If a person acquires a branch of knowledge it is better for him than possessing as much gold as the height of Abu Qubais Mount which he would distribute in the way of Allah." (Bihar ul Anwar, Vol 1, p184).
	<p>Autumn 2</p>	<ul style="list-style-type: none"> • Explanation texts • Non chronological reports • Haiku poetry 	<p>Stone Age Boy by Satoshi Kitamura</p>	<p>Values: Excellence, Service</p> <p>SHINE: Helping each other, Excellence</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Who shows service in this story? How? - The boy doesn't know how to do anything when he arrives in the stone age. How does he show excellence? - If someone from Stone Age came to our time what would we have to teach them? How could you show our values in this situation? What would you teach them and why? - Was Islam and the Quran around in the Stone Age? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Hadith of Prophet – Prophet Muhammad has said "The best of those amongst you is the one who learns the Quran and teaches it to others." (Al Amali of Shaykh Tusi, Vol 1, page 5).

	Spring 1	<ul style="list-style-type: none"> • Character descriptions • Newspaper reports 	Stig of the Dump by Clive King	<p>Values: <i>compassion, service, integrity</i></p> <p>SHINE: <i>Helping each other, never give up/bravery</i></p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - <i>How could you show respect/compassion and build a friendship if you can't talk to them?</i> <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - <i>all different people on the Earth to get to know 49:13 "We have created you from a male and a female and made you into nations and tribes, so that you may know each other..."</i>
	Spring 2	<ul style="list-style-type: none"> • Recounts • Myths and legends • Poetry – Tankas and Limericks 	Hundred Mile an Hour Dog by Jeremy Strong	<p>Values:</p> <p>SHINE:</p> <p>Discuss/reflect:</p> <p>Quran/Hadith links:</p>
	Summer 1	<ul style="list-style-type: none"> • Persuasive writing – Letters • Newspaper reports • Diary entries 	Here we are by Oliver Jeffers	<p>Values: <i>Respect and Gratitude for the Earth</i></p> <p>SHINE: <i>Helping each other, Share and respect the Earth</i></p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - <i>At the back of the book Oliver's dad says "There are only three words you need to live by son, respect, consideration and tolerance." What do these words mean? Which words would you write if you had written this book?</i> - <i>The book tells us that there is enough for everyone. Is everything shared equally between people on the planet? Why? How does Islam encourage sharing equally between everyone? (e.g. Zakat, charity)</i> - <i>How can we show gratitude and be vice-regents of our planet?</i> <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - <i>Quran – repeated phrase in Surah Rahman (55) says "Which of the favors of your Lord will you then deny?" – shows us how grateful we</i>

				<p><i>should be for our planet</i></p> <ul style="list-style-type: none"> - Quran 10:14 "Then We made you vice-regents on the earth, so that we see how you would act."
	Summer 2	<ul style="list-style-type: none"> • Adventure stories • Performance poetry (rhyming and non-rhyming) 	Ottoline and the Yellow Cat by Chris Riddell	<p>Values: Integrity</p> <p>SHINE: Never give up – understand and do what is right and never give up</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How does Ottoline show integrity? - Is it important to uncover the truth? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - 2:42 "And do not mix the truth with falsehood or conceal the truth while you know it."