Balby Central Primary Academy

Reading Knowledge and Progression Map

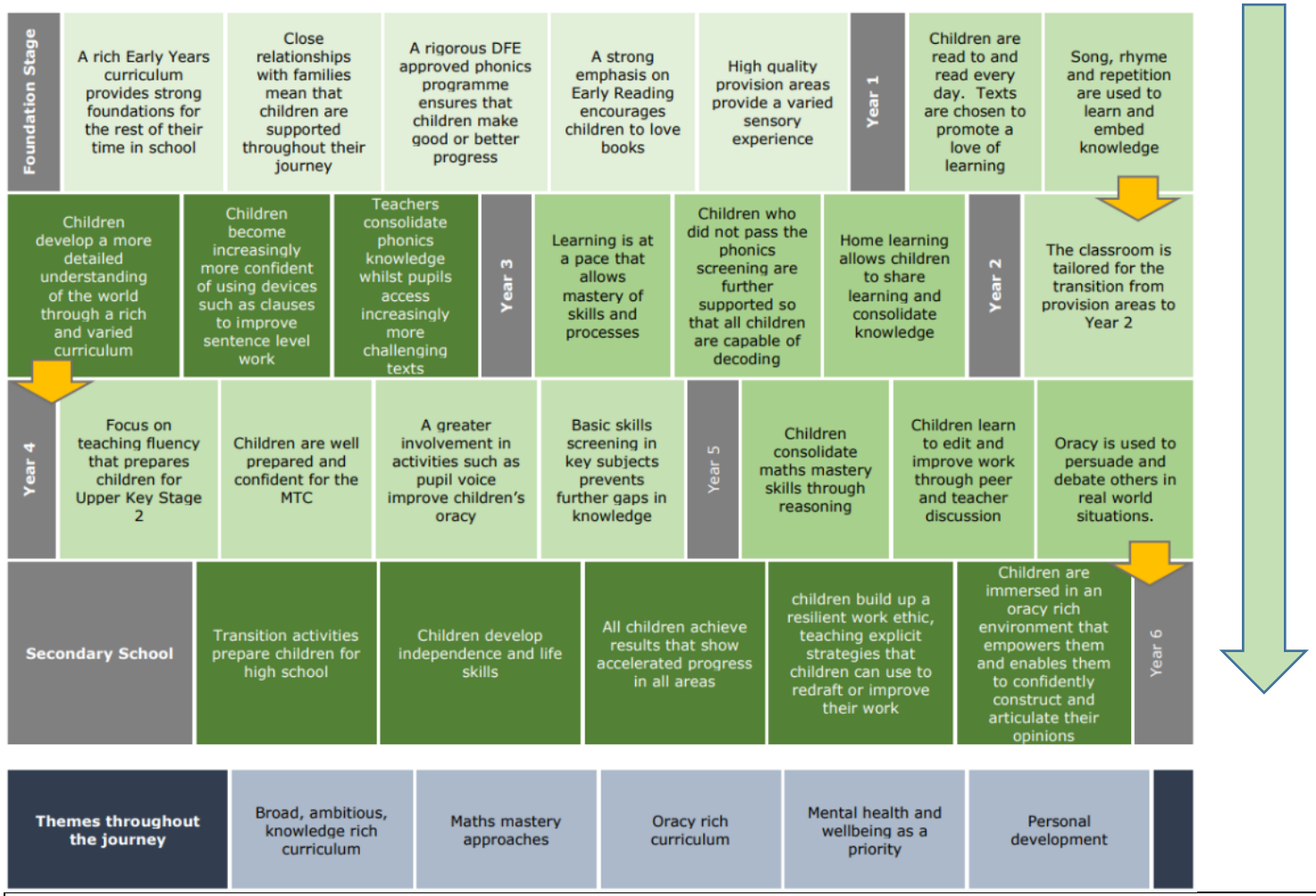
Our Values	**Belonging, Curiosity, Pride, Achievement**	**What we want for our children**	**To be the best you can be**
What we, as educators, will do	**Shaping Lives, Building Futures**	**Our expectations of behaviour**	**Ready, Respectful, Safe**

Our whole curriculum is designed around 5 key strands that drives our approach to teaching **reading.** The curriculum is developed using key documentation to inform, guide and create with the key strands to formulate a rich curriculum for our children

Determination, Effort and Resilience **Fostering perseverance and high aspiration**	**Reflection** **Shaping thoughtful decision-makers**	**Collaboration and Talk** **Developing successful communicators**	**Confidence** **Creating confident, self-motivated learners**
Fostering a culture of perseverance and high aspiration means encouraging pupils to approach challenges with **resilience**, maintain a positive attitude when facing difficulties and believe in their ability to improve through **effort**. Children are taught that mistakes are part of learning and that success often comes from persistence and hard work. This mindset is nurtured through praise for effort, growth-focused feedback and opportunities to set personal goals. Teachers support learners in aiming high—not just academically, but in their behaviour, relationships and attitudes toward learning. By creating an environment where ambition is celebrated and perseverance is valued, children develop the confidence and **determination** to keep striving, even when things are tough and to take pride in achieving their best.	As a school, we enable our children to understand that their actions have consequences for both themselves, and those around them. This involves teaching them to pause and **reflect** before making choices, consider how others may feel, and take responsibility for their behaviour. Through classroom discussions and restorative conversations, children are encouraged to think critically about real-life situations and explore how different decisions can lead to different outcomes. They are given opportunities to take part in decision-making processes which helps them develop a sense of fairness, empathy, and accountability. By embedding these principles across the curriculum and modelling them through everyday interactions, the school nurtures a culture of **reflection**, responsibility and respectful relationships	We equip our children with the skills to express their ideas, thoughts and feelings clearly and confidently, while also listening respectfully to others. They build the skills needed to engage in effective conversations, work **collaboratively** and adapt communication to different contexts and audiences. Through a range of learning experiences—such as class discussions, storytelling, group projects and presentations—pupils develop both verbal and non-verbal communication skills. By promoting active listening, respectful dialogue, and purposeful speaking, the school supports children in using **talk** to be articulate, thoughtful communicators prepared for learning and life beyond the classroom.	Creating **confident**, self-motivated learners involves nurturing children to believe in their own abilities and take ownership of their learning. This means building a positive, supportive environment where children feel safe to take risks, express their ideas, and learn from mistakes. Through encouragement, personalised feedback, and opportunities to succeed across a range of subjects and activities, learners develop the self-belief and independence needed to push themselves further. They are supported in setting personal goals, reflecting on their progress, and celebrating both effort and achievement. By fostering a strong sense of self-worth and intrinsic motivation, the school helps children to become enthusiastic, resilient learners who are driven to reach their full potential—academically, socially and emotionally.
Sustainability			

At our school, children are naturally curious and eager to learn, making it the perfect time to introduce concepts like **recycling**, **conserving** water, **reducing** waste, and **protecting** wildlife. By using hands-on activities such as **planting** gardens, **creating** crafts from recycled materials, exploring nature or **reducing** digital and non-digital carbon footprints, learning about sustainability is both fun and meaningful. Children understand the impact of their actions on the planet which empower them to make eco-friendly choices in their daily lives. Instilling these values early fosters a lifelong respect for the environment and a sense of responsibility for its care.

The Rose Learning Trust Learning Journey



Each school develops their own curriculum using this set criteria
Begin with composite knowledge relating to the National Curriculum – top-level outcomes

Composite knowledge is then broken down by subject leaders into components – focussing on substantive and disciplinary knowledge
Component knowledge is taught through cycles of work with medium term plans showing progression and sequential learning
Component knowledge is broken down even further into granular knowledge evidenced on daily planning for cycles of learning.

Curriculum Drivers at Balby Central and how they link to the Reading Curriculum

From our assessments, observations and information sharing (safeguarding) pulled together from 2026, we know that our children require further support to:

Determination, Effort, Resilience	Reflection	Collaboration and Talk	Confidence	Sustainability	Ready	Respectful	Safe
To be resilient when accessing more complex and challenging texts.	Consider how texts can impact their everyday lives and educate them about the wider world.	To discuss the content of texts with others and the impact they have.	To read increasingly complex texts with independence	Learn about the ever-changing world around them through literature and the impact on their future.	Be ready for the world of work and to be equipped with the life-long skill of reading.	To see how texts represent characters and authors from all backgrounds.	To understand how to keep themselves safe when using digital literature.

Foundational Knowledge Considerations

When considering a secure foundational knowledge base, we know that our children require further support to:

Fluent Word Reading	Writing	Handwriting	Spelling	Mathematics
Accessing materials and being able to read at age related expectation using skills secured in early reading.	Being able to respond appropriately to texts in written form.	Being able to respond appropriately to texts in written form.	Being able to respond appropriately to texts in written form.	Be able to read and comprehension reasoning and problems solving questions to accurately decipher maths skills.

Related Documentation Linked to the Reading Curriculum

National Curriculum	Reading Framework	Development Matters (2023) / Best Start in Life (Sept 2025)
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society;	Reading is fundamental to education. Proficiency in reading, writing, and spoken language is vital to pupils' success. Through these, they develop communication skills for education and working with others: in school, in training and at work. Pupils who find it difficult to learn are likely to struggle across the curriculum, since English is both a subject in its own right and the medium, for teaching.	EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription

pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.		(spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Pillars of progression

Types of knowledge relating to the Reading Curriculum

- **Composite knowledge** is the integrated understanding that connects declarative and procedural knowledge
- **Component knowledge** is the individual pieces of knowledge
- **Granular knowledge** is the knowledge divided into smaller, more manageable pieces to better understand and utilise.

	Composite Knowledge	
	Phonics Knowledge	**Comprehension**
Nursery	• develops awareness of rhyme and sounds.	· Print has meaning · Print has different purposes · We read English text from left to right, top to bottom Pupils should be able to: · Name the different parts of a book · Page sequencing · Engage in conversations about stories, learning new vocabulary
Reception	• Learn to read all set 1 and the first 6 set 2 speed sounds • Oral blending (Fred Talk) • Early word time use of magnetic whiteboards to build reading routine. • Spell with Fred fingers • Begin to apply phonic knowledge to reading alien words • Read word time words 1.1-1.7 with accuracy	· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; · Anticipate – where appropriate – key events in stories · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Year 1	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

	• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading	○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read, and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
Year 2	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading	• develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read, and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far

		• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Year 3	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	**Develop positive attitudes to reading and understanding** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books/textbooks. • Read books that are structured in different ways and read for a range of purposes. • Use dictionaries to check the meaning of words they have read. • Increase familiarity with a wide range of books, including fairy stories, myths and legends. • Retell fairy stories, myths and legends orally. • Identify themes and conventions in a range of books. • Prepare poems and play scripts to read aloud and perform, using appropriate intonation, tone, volume and action. • Discuss words and phrases that capture the reader's interest and imagination. • Recognise different forms of poetry, including free verse and narrative poetry. **Understand what they read** • Check that a text makes sense to them. • Discuss their understanding of a text. • Explain the meaning of words in context. • Ask questions to improve their understanding of a text. • Draw simple inferences about characters' feelings, thoughts and motives from their actions. • Support inferences with evidence from the text. • Make predictions using details stated in the text. • Identify the main idea from more than one paragraph. **Retrieve information** • Retrieve and record information from non-fiction. **Discussion** • Participate in discussions about books they have read and books read to them. • Take turns when discussing books. • Listen to and respond to what others say.

Year 4	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	**Develop positive attitudes to reading and understanding** • Listen to and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks. • Read books that are structured in different ways and select books/texts for different purposes. • Use dictionaries independently and effectively to check the meaning of unfamiliar words. • Develop familiarity with a wide range of books, including fairy stories, myths and legends. • Retell and discuss stories, including fairy stories, myths and legends, showing an understanding of their key features. • Identify and discuss themes and conventions across a range of books. • Prepare and perform poems and play scripts, demonstrating understanding through **intonation, tone, volume and action**. • Discuss and explain how particular words and phrases capture the reader's interest and imagination. • Recognise and compare different forms of poetry, including free verse and narrative poetry. **Understand what they read** • Check that a text makes sense and discuss their understanding in increasing depth. • Explain the meaning of words in context, including unfamiliar vocabulary. • Ask relevant questions to clarify and deepen their understanding of a text. • Draw inferences about characters' **feelings, thoughts and motives**, using evidence from the text to justify their ideas. • Make predictions using both stated and implied details. • Identify main ideas drawn from more than one paragraph. • Summarise main ideas from more than one paragraph. • Identify how **language** contributes to meaning. • Identify how **structure** contributes to meaning. • Identify how **presentation** contributes to meaning. **Retrieve information** • Retrieve and record information from non-fiction efficiently and accurately. **Discussion** • Participate confidently in discussions about books read to them and books they can read independently. • Take turns and listen carefully to others. • Build on and respond to the ideas of others during book discussions. •
Year 5	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet	**Maintain positive attitudes to reading and understanding** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks. • Read books that are structured in different ways and read for a range of purposes.

		• Increase familiarity with a wide range of books, including:
		  ○ myths, legends and traditional stories
		  ○ modern fiction
		  ○ fiction from our literary heritage
		  ○ books from other cultures and traditions.
		• Recommend books they have read to their peers, giving reasons for their choices.
		• Identify and discuss themes and conventions in a wide range of writing.
		• Make comparisons **within books**.
		• Learn a wider range of poetry by heart.
		• Prepare poems and plays to read aloud and perform, showing understanding through **intonation, tone and volume** so that meaning is clear to an audience.
		Understand what they read
		• Check that a book makes sense to them and discuss their understanding.
		• Explore the meaning of words in context.
		• Ask questions to improve their understanding.
		• Draw inferences about characters' feelings, thoughts and motives from their actions.
		• Justify inferences using evidence from the text.
		• Make predictions using details stated in the text.
		• Begin to use **implied details** when making predictions.
		• Summarise the main ideas drawn from more than one paragraph.
		• Identify key details that support the main ideas.
		• Identify how **language, structure and presentation** contribute to meaning.
		Authorial language
		• Discuss how authors use language.
		• Identify and discuss the use of **figurative language**.
		• Consider the impact of language choices on the reader.
		Fact and opinion
		• Distinguish between statements of **fact and opinion**.
		Non-fiction
		• Retrieve information from non-fiction.
		• Record information from non-fiction.
		• Present information retrieved from non-fiction.
		Discussion and response
		• Participate in discussions about books read to them and books they can read independently.
		• Build on their own ideas and the ideas of others.
		• Challenge the views of others **courteously**.

		• Explain and discuss their understanding of what they have read. • Give reasoned justifications for their views.
Year 6	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet	**Maintain positive attitudes to reading and understanding** • Read and discuss an **increasingly wide and challenging** range of fiction, poetry, plays, non-fiction and reference books/textbooks. • Select and read books that are structured in different ways for different purposes. • Develop a broad knowledge of literature, including: • myths, legends and traditional stories • modern fiction • fiction from our literary heritage • books from other cultures and traditions. • Recommend books to peers, giving **well-developed reasons** for their choices. • Identify and discuss themes and conventions **within and across** a wide range of writing. • Make comparisons **within and across books**. • Learn a wide range of poetry by heart. • Prepare and perform poems and plays with control of **intonation, tone and volume**, making the meaning clear to an audience. **Understand what they read** • Check that a text makes sense and discuss their understanding in depth. • Explore and explain the meaning of words in context. • Ask questions that clarify and deepen their understanding. • Draw detailed inferences about characters' feelings, thoughts and motives. • Select **precise evidence** to justify inferences. • Make predictions using both **stated and implied** details. • Summarise the main ideas drawn from more than one paragraph. • Identify and explain the key details that support the main ideas. • Explain how **language, structure and presentation** contribute to meaning. **Authorial language** • Discuss and evaluate how authors use language. • Discuss and evaluate the use of **figurative language**. • Explain the **impact of language choices on the reader**. • Compare authors' language choices and their effects. • **Fact and opinion** • Distinguish confidently between statements of **fact and opinion**. • Use evidence from a text to support decisions about whether a statement is fact or opinion. **Non-fiction** • Retrieve information from non-fiction accurately. • Record information from non-fiction selectively and accurately. • Present information from non-fiction clearly and appropriately.

		Discussion, presentation and debate • Participate confidently in discussions about books read to them and books they can read independently. • Build on and develop their own ideas and the ideas of others. • Challenge others' views **courteously and with evidence**. • Explain and discuss their understanding of what they have read. • Present their ideas through **formal presentations and debates**. • Maintain a clear focus on the topic during presentations and debates. • Use notes effectively where necessary. • Provide **reasoned justifications** for their views. •

Reading– Planned Pathways of individual need

In teaching reading we recognise there are different pathways to access the curriculum due to individual strengths and levels of need and children may therefore transition between pathways to ensure they thrive and achieve. Each pathway supports children via targeted intervention or small group work whist ensuring children access the same curriculum content through varied methods. For children who are still working on decoding or fluency skills, further support is given to ensure that this foundational knowledge is mastered. Children, will still have access to their age appropriate curriculum with adaptive strategies where needed to support individual barriers to learning, and will be exposed to comprehension work throughoral rehearsal and further scaffolding strategies. However, the main focus will be on ensuring that these children master the foundational skills needed first. Therefore, additional intervention will be provided; this may be in the form of separate phonics sessions and/or additional fluency sessions.

Pathway 1 **Greater Depth**	**Pathway 2** **Universal**	**Pathway 3** **Targeted**	**Pathway 4** **Specialist**
Confidently applies skills and knowledge and is able to demonstrate this to others	Working within age related expectations	Individualised support designed to address specific learning needs	Requires additional and specific support
Deepening challenges Mastery learning, showing secure understanding. Evaluate and explain learning with confidence. Open ended questioning encouraging reasoning. Rich dialogue and discussion. Metacognitive strategies	Variety of teaching approaches. Developing practical skills. Scaffolded activities. Use of hooks to increase engagement. Explicit instruction and modelling, demonstrating processes before independent work	Scaffolds are in place to support access to the curriculum. Mix of physical and visual resources. Use of hooks and practical approaches to support engagement. Use of small groups where required to support knowledge retention.	Requires support engagement in learning and adaptations to teaching to access the curriculum Requires hooks and practical approaches to support engagement and knowledge retention Practical activities Adaptive curriculum design Bespoke program with specific, measurable targets. Explored in small groups. Physical resources.

Progression and Curriculum Design

Design and Intent

Reading at Balby Central is taught through a novel study approach. We use National Curriculum objectives to plan a bespoke, sequenced and progressive reading curriculum that promotes a love of reading for pleasure, academic achievement; develops emotional resilience and knowledge and tolerance of the diverse world around them. Our novel study approach uses imaginative texts, through provoking storylines and are chosen carefully using approaches led by research as well as a consideration of the community around us. The reading curriculum is carefully designed to ensure children are not only exposed to rich vocabulary and knowledge, but that they also develop a set of skills that enables them to become confident readers, speakers, writers and communicators.

The novel study approach is further supplemented with quality secondary texts, which consist of poetry, picture books and high-quality non-fiction that is designed to promote a life-long love of literature and the written word. Additional non-fiction books are used in the wider curriculum through the use of Curriculum Visions online to expose children to texts that further enhance knowledge and understanding in the foundation subjects.

When children leave Balby Central at the end of Year 6, they have been exposed to texts that have developed knowledge of the world, a range of cultures and literature that promotes the history of the English language, for example through archaic texts and classics. We endeavour to enable children to access the world around them by providing them with the life skill of reading as a means to open doors to their future employment and opportunities. Each year group also learns and recites by heart a poem each half-term. This further builds their vocabulary and knowledge of language structures but also their performance skills as they perform their poem to the school in the final assembly each half-term.

We teach these skills through modelled and supported practice:

Develop pupils' language capabilities

• Purposeful speaking and listening activities support pupils' language development. Purposeful activities include collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally.

• Promote high-quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
• Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

Support pupils to develop fluent reading capabilities:

• Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.

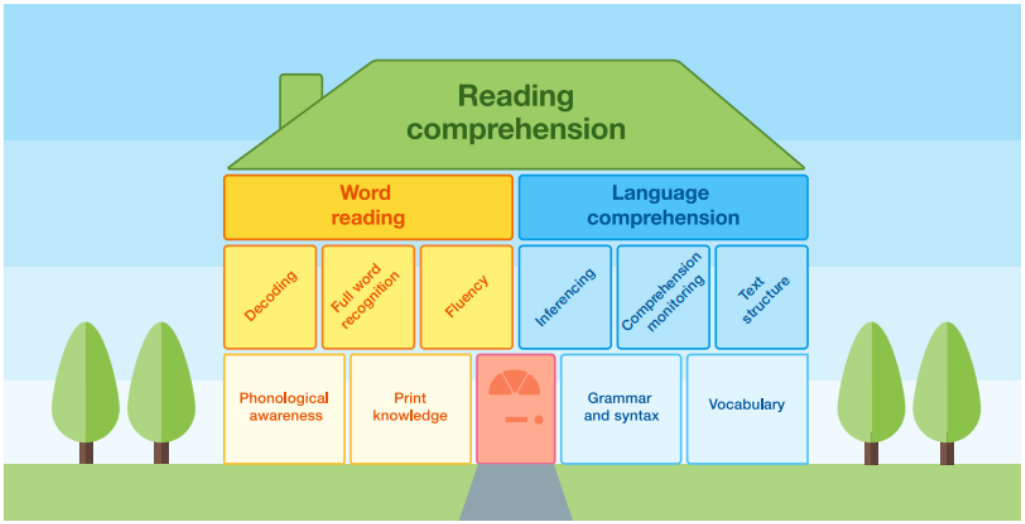
• Develop pupils' fluency through guided oral reading instruction with teachers modelling fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

• Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

Teach reading comprehension strategies through modelling and supported practice

• Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge.

• Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.



• Texts are carefully selected to support the teaching of these strategies and are ambitious to ensure exposure to a range of worlds outside of school. Considerations have been made about: progression of text difficulty, Lexile rankings, topic and cross-curricular links, breadth of authors (modern and classic), culture and diversity and a balance of fiction and non-fiction texts.

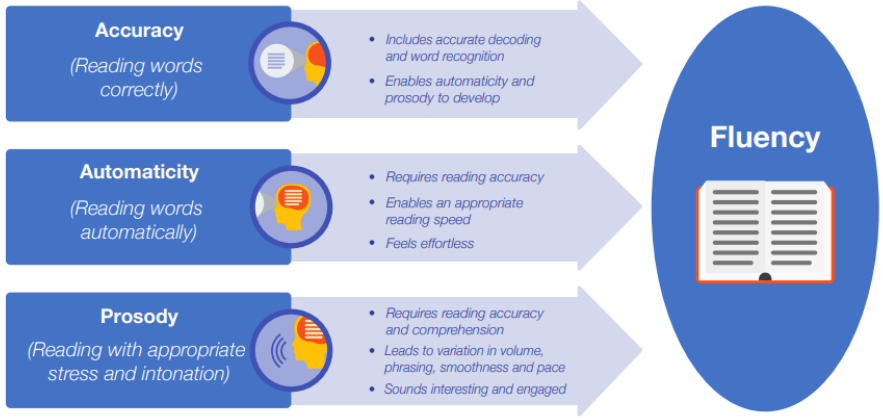
Our curriculum supports pupil's reading for pleasure and draws on research by The Open University. This pedagogy encompasses four main principles:

1. Reading Aloud
2. Informal book talk
3. Independent reading time
4. A high social reading environment.

Fluency

‘Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong.’ As explained in the EEF Updated ‘Improving Literacy in KS2’ guidance report, in the context of literacy, reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

All pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multifaceted approach to teaching reading. Through assessment some pupils may require additional support with reading fluency beyond whole class reading lessons. A fluency scale rubric, like the one adapted from Zutell and Rasinski (1991), will be used to assess and evaluate this. (English Appendix 1) Reading fluency interventions will be implemented to close these gaps and ensure that pupils have the building blocks to comprehension skills.



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an ‘expert model’ of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	**Step 5: Close reading**	**Step 6: Text marking**
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer’s use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	**Step 8: Perform**	**Step 9: Reflect**
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others’ performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

We implement our intended reading curriculum through several deliberate and strategically planned approaches:

• Reading aloud: Time to read aloud is found every day. Whether reading a storybook, news article or poetry, it’s a wonderful opportunity for staff to offer a model for independent reading and to demonstrate their own enthusiasm for books. Each class has a class reader, which provides more challenge than texts children could access independently. These texts are shared purely for enjoyment and are uninterrupted by frequent questioning. Reading aloud is strongly encouraged at home as well as at school. Children in KS1 take home a reading for pleasure book for their parents or carers to read to them in addition to a decodable book as part of RWi.

• Informal book-talk: Reading needs to be vocal as well as visible. By encouraging our children to talk to each other about their current reading, we hope to create a culture which will enable spontaneous child-led text talk. We recognise that as educators, it is our responsibility to try and keep up to date with new publications in children's literature so we can provide children with recommendations tailored to their interests, reflecting reader identities within each classroom.

• Independent reading time: We build in as many opportunities for reading as possible within our school day, both for purpose and for pleasure. For children to develop as self-reliant readers, they need to be able to select a book and sustain their concentration. Children are encouraged to read a book from the library areas in their classrooms or shared areas. There are dedicated times in each day for children to read their choice of book (after purple pen in a morning and ERIC after lunch).

• Reading environments: In our reading areas, books are accessible, appealing, and changed often. Where appropriate, they are organised and labelled by genre or even author. It's important for children to realise that reading is linked to everything, so books may be found within the continuous provision in the Early Years, or to support maths, science or contexts in other classrooms.

• Learner-led: By being learner-led, our reading for pleasure pedagogy allows children to exercise their rights as readers. We understand that children need the chance to build their stamina as readers but will only do so if they want to read. We give our children opportunities to select what we read in class; choose a book to take home; ask for new books for our school; and read in different places. We raise the profile of reading by accessing author events online, competitions and ensuring the book choices we have in school develop children's reading identities.

Whole Class Shared Reading Approach: We also implement our intent using a reading teaching sequence. The National Curriculum statements have been fully broken down into small steps to enable coverage to be progressive and thorough. The reading curriculum is taught using the reading domains which ensures children have the skills they need to fully comprehend texts with ease and understanding.

The sequence of shared reading can be seen below. The sequence was generated and heavily influenced by the work of Christopher Such and the Science of Primary Reading.

Nursery

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Daily stories and songs led in small groups				
Phase 1 Phonics (15 minutes)				

Reception

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics (40 mins, 15 mins Au 1)				
Shared Reading through CUSP (15 minutes)				
Storytime at the end of the day (15 minutes)				
Throughout the day... Fred games, Pinny time, stories in provision, word time and magnetic boards, reading activities in continuous provision				

Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
Shared text as writing stimulus (Pathways)				
Phonics (45 minutes)				
Shared reading- Novel Study Book (15 minutes)				
Throughout the day... Fred games, Pinny time, stories in provision, reading areas in learning zones, daily readers				
Phonics/Spelling (15 minutes x5 week)				

Year 2 (Children still on Read Write Inc)

Monday	Tuesday	Wednesday	Thursday	Friday
Shared text as writing stimulus (Pathways)				
Phonics (45 mins)				
Shared reading (15 minutes at the end of the school day)				
Phonics/Spelling (15 minutes x5 week)				

**Target children are identified and read with an adult each day.

Year 2 (Children off Read Write Inc)

** Sessions in every year groups will contain elements of fluency practice embedded daily. This is taught through 60 second reads, text marking, echo reading etc as well as through targeted interventions based on individual need. All sessions will also have comprehension strategies integrated into extended reading and close reading sessions daily. Summarizing, predicting, inference and retrieval are also embedded into daily reading sessions.

Session 1	Session 2	Session 3	Session 4	Session 5
Shared Novel Study as writing stimulus (Pathways)				
Fluency practice (30 minutes)	Extended reading (30 minutes)	Fluency practice (30 minutes)	Extended reading (30 minutes)	Fluency practice (30 minute)
Shared reading (15 minutes) End of the school day				
Phonics/Spelling (15 minutes x5 week)				

**Target children are identified and read with an adult each day.

Year 3

Children who require phonics instruction will be part of the RWI homogenous groups in KS1 RWI.

Session 1	**Session 2**	**Session 3**	**Session 4**
Vocabulary Instruction (10 minutes)			
Fluency practice (30 minutes)	Extended reading (30 minutes)	Fluency practice (30 minutes)	Close Read (30 minutes)
Shared Reading (15 minutes) End of the school day			
Phonics/Spelling (15 minutes x5 week)			

Year 4

Children who require phonics instruction will be part of the RWI homogenous groups in Fresh Start.

Session 1	**Session 2**	**Session 3**	**Session 4**
Vocabulary Instruction (10 minutes)			
Fluency practice (30 minutes)	Extended reading (30 minutes)	Fluency practice (30 minutes)	Close Read (30 minutes)
Shared Reading (15 minutes) End of the school day			
Phonics/spelling (15 minutes x5 a week)			

Year 5

Children who require phonics instruction will be part of the RWI homogenous groups in Fresh Start.

Session 1	**Session 2**	**Session 3**	**Session 4**
Vocabulary Instruction (10 minutes)			
Extended reading (25minutes)	Close reading (25 minutes)	Fluency practice (25 minutes)	Extended reading (25 minutes)
Shared Reading (10 minutes x3 weekly) End of the school day			

Year 6

Children who require phonics instruction will be part of the RWI homogenous groups in Fresh Start.

Session 1	**Session 2**	**Session 3**	**Session 4**
Vocabulary Instruction (5 minutes)			
Extended reading (25 minutes)	Close reading (25 minutes)	Extended practice (25 minutes)	Close reading (25 minutes)
Shared Reading (10 minutes x3 weekly) End of the school day			

Fluency Practice

Fluency practice focus on fluency through repeated oral reading of a short text or extract. The text provided gives around 1-1.5 minutes of reading time. The text chosen for fluency provides children with a level of challenge.

1. The teacher models reading the text out loud modelling fluent reading. (first read)
2. Any vocabulary (that has not been taught during direct vocabulary instruction) is discussed during this modelled read.
3. Children (sat in mixed ability pairs) then read the text aloud to their partner (mixed ability pairs). The partner tracks the line that is being read with a ruler. Children switch roles and repeat. Alternatively, children will take it in turns to read a sentence each. (second read)
4. The third read may then be a timed read, where all children read the text out loud with a 60 second timer.
5. Children will all read the text out loud at least three times.
6. The teacher will circulate the room listening to each child read, pausing to further model when required, correcting any errors and modelling good partner work.
7. During this time, the text will be discussed and questions may be poised for children to answer.
8. The session will then end with one or two children modelling and reading the text aloud to the group/ perform the piece.
9. For the final 5-10 minutes, discuss the content of the text.

Extended Reading

Extended reading is prolonged engagement with the text or extract and focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure. This normally begins around year 3, when children have developed the fluency skills needed to read with an increasing level of independence. In extended reading, they engage a lot with the text. This reading is interspersed with explanations and questions that don't overly interrupt the flow of the lesson. Depending on the reading abilities of the class, this may look like:

1. *The teacher reads to the class as they follow the text, they keep the pace by following along with a ruler. To ensure children are following, the teacher will pause and ask children to all say loud the next word in the sentence. **

2. *Children, selected by the teacher, take it in turns to read a few sentences aloud while the rest of the class keep the pace with a ruler. The teacher occasionally takes a turn in reading a few sentences to model fluent reading. **

**1 and 2 are used when children are still developing decoding skills and where silent reading may restrict independent reading fluency.*

Some children may be able to comprehend the text and read fluently; therefore, for these children extended reading may look like:

3. Children read silently in short bursts (this is controlled by the teacher).
4. Children read for extended periods in silence from the novel study book.

Sessions conclude with a selection of questions based on the pages read and children answer in their English books. Questions/tasks will be focused on content domains of reading.

During extended reading lessons, the components of the reading time should be two-thirds reading and a third of the time spent taking part in discussion, answering questions/completing tasks to reinforce their understanding.

Where the text may be challenging, point this out and show effective strategies you could use to tackle by re-reading and asking questions about the text, summarising sections or key paragraphs.

Close Reading

This involves the sustained, detailed reading of a short text or extract (this can be from the class novel study or from the focus link text). It focuses on the development of word knowledge, background knowledge and text knowledge through deeper discussion. Close reading involves, repeated reads of the text and subsequent reads involve the discussion of particular themes, vocabulary choices, literacy devices, plot points or anything worthy of a focus. This may include a focus on looking for metaphors, looking at a particular paragraph line by line to see how the author builds tension etc. Authorial intent plays a big part in close reading.

During this session children my answer questions about the text extract, but the focus is the reading and the quality rich discussion that takes place in the classroom.

As in extended reading, the components of the reading time should be two-thirds reading and a third of the time spent taking part in discussion, answering questions/completing tasks to reinforce their understanding.

Planning extended and close reading sessions

1. The text is chosen – novel study or link text. A quality piece of literature.

2. New concepts and vocabulary in the text are identified
3. Stopping points are identified, where children will clarify, summarise or explore the meaning of the text.
4. The questions at these stopping points are planned. A consideration of how to further the discussion based on anticipated answers from the children. Planning should show where the stopping points are, where you will ask questions, clarify vocabulary.
5. Consider what aspects of the texts will be focused in during different reads. (First read establishes meaning, second read focuses on the author so use of rhetorical questions etc)
6. Children should be encouraged to ask questions and use discussions to explore their thoughts that go beyond the themes and language choices.

Shared Reading

This involves the teacher reading aloud to the children with brief discussions of the text. The main focus is reading for enjoyment.

Content Domains

Early Years - ELG: Comprehension	Key Stage 1 Content Domain Reference	Key Stage 2 Content Domain Reference	VIPERS
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	1a: draw on knowledge of vocabulary to understand texts	2a: give/explain the meaning of words in context	Vocabulary
	1b: identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	2b: retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
	1c: identify and explain the sequences of events in texts	2c: summarise main ideas from more than one paragraph	Summarise
	1d: make inferences from the text	2d: make inferences from the text/ explain and justify inferences with evidence from the text	Infer
	1e: predict what might happen on the basis of what has been read so far	2e: predict what might happen from details stated or implied	Predict
		2f: identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
		2g: identify/explain how meaning is enhanced through choice of words and phrases	
		2h: make comparisons within a text	

<u>Early Reading at Balby Central</u>

Early Reading

At Balby Central Primary Academy, early reading is at the heart of our curriculum. We combine a consistent, systematic approach to phonics through Read Write Inc. (RWI) with high-quality books, daily opportunities to read and listen to stories, targeted support and a strong culture of reading for pleasure.

Our Approach to Early Reading

We believe every child can become a successful reader. Our early reading approach gives children the knowledge and practice they need to decode accurately, develop fluency, understand what they read and enjoy books. RWI provides the systematic phonics structure, while our wider reading culture ensures children experience stories, poetry, information books and rich vocabulary every day.

- Daily, systematic phonics teaching through RWI.
- Children grouped according to their current phonics knowledge and reading progress.
- Regular assessment so teaching responds to gaps quickly.
- Additional one-to-one tuition for children making the slowest progress.
- Matched decodable books and Book Bag Books sent home.
- Daily opportunities for story, discussion and reading for pleasure.
- Welcoming reading areas across the school.

Read Write Inc.

RWI is a systematic synthetic phonics programme. At Balby Central, children are taught to recognise graphemes, say the corresponding phonemes, blend sounds to read words and apply their phonics knowledge when reading and writing. Children practise the sounds they know repeatedly so that decoding becomes increasingly accurate, automatic and fluent.

Our provision follows the principles of grouping children by their current reading needs, assessing regularly and giving additional tutoring where children need further practice. The exact pace is responsive: the progression below is our planned school pathway, while assessment remains the driver for individual movement and support.

Key feature	**What this looks like at Balby Central**
Daily RWI	Consistent phonics sessions with clear modelling, partner practice, Fred Talk/blending and application.
Progress groups	Children are taught in groups matched to their current phonics and reading knowledge.

Assessment	Progress is checked regularly and groups are adjusted so children receive teaching at the right level.
Keep-up support	Children who need additional practice receive targeted intervention rather than waiting for gaps to widen.
One-to-one tuition	The slowest progress readers receive additional individual practice alongside their group teaching.
Matched reading	Children practise with books that contain the phonics they have been taught.

Planned Sound Progression Through RWI

The progression document provides a clear expectation for curriculum planning and monitoring, Assessment determines when a child is secure enough to progress following the RWI assessment and the What to Teach When document.

Year group / term	**Planned progression**
Nursery – Autumn	Fred Games; oral blending and segmenting; listening carefully for sounds; stories, rhymes and songs.
Nursery – Spring	Continue Fred Games, oral blending/segmenting, planned talk, stories, rhymes and songs.
Nursery – Summer	Introduce Set 1 picture cards/single-letter sounds in small groups, repeated regularly.
Reception – Autumn 1	m, a, s, d, t; i, n, p, g, o; c, k, u, b; f, e, l, h; r, j, v, y, w; z, x.
Reception – Autumn 2	Secure Set 1 and introduce Special Friends/double consonants as appropriate: sh, th, ch, qu, ng, nk.
Reception – Spring 1	Continue sh, th, ch, qu, ng, nk; strengthen blending and word reading.
Reception – Spring 2	ck, ll, ff, ss and consolidation of previously taught sounds.
Reception – Summer 1	Begin early Set 2: ay, ee, igh, ow, oo, oo.
Reception – Summer 2	ar, or, air, ir, ou, oy alongside consolidation of earlier sounds.
Year 1 – Autumn	Baseline from Reception; secure Set 1/2; introduce further Set 3 alternatives including ea, oi, a-e, i-e.
Year 1 – Spring	o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure; continue consolidation.
Year 1 – Spring 2	ue, ie, au, e-e, e, kn, wh, ph and continued application.

Year 1 – Summer	Consolidate all taught sounds, including alternative graphemes and accurate reading of unfamiliar words.
Year 2 – Autumn	Consolidate all 75 sounds; close gaps; teach spelling/word patterns and multisyllabic words.
Year 2 – Spring	Expected on-track children complete the phonics programme by the end of Spring 1; continue targeted support for gaps.
Year 2 – Summer	Move towards wider/novel reading, fluency, expression, multisyllabic words and Year 2 common exception words.

Expectations of Progress Following RWI

Our expectations are ambitious and evidence-informed. Children should increasingly move from learning individual sounds to applying them automatically in words and connected text. Fluency is developed through accurate decoding, repeated reading and meaningful discussion.

Stage	**Expected reading development**
Reception	Children say the sound for taught letters/graphemes, blend taught words, read simple matched sentences/books and use recently introduced vocabulary. They begin to retell and discuss familiar stories.
Year 1	Children apply phonics to unfamiliar words, respond increasingly speedily to taught graphemes/phonemes, read common exception words, multisyllabic words and words with suffixes, and reread matched books for fluency. Around 60 words per minute is a useful school fluency expectation where appropriate.
Year 2	Children continue phonics until decoding is secure, read taught graphemes and alternatives automatically, decode multisyllabic words and read common exception words quickly. They increasingly read with fluency and expression and transfer into wider/novel texts. Around 90 words per minute is a useful school fluency expectation where appropriate.
The expectation is not simply that children “cover sounds”. We expect children to apply their phonics accurately in reading, reread to develop fluency, understand vocabulary and discuss what they have read.	

One-to-One Tuition: Keeping the Slowest Progress Readers on Track

At Balby Central, we identify children who are making the slowest progress and provide additional one-to-one tuition. This sits alongside, rather than replaces, the child’s normal RWI group session. The purpose is to give children high-frequency, precise practice with the specific knowledge they need next.

Focus	Typical practice
Identify the gap	Use assessment to pinpoint missing sounds, blending skills, word-reading knowledge or fluency.
Daily precision practice	Short, regular individual sessions, typically around 10 minutes, focused on the child's immediate need.
Rehearse sounds	Practise recognising and saying sounds speedily and accurately.
Blend and read	Apply sounds to words, including words from the child's matched reading material.
Build fluency	Reread matched text so that accuracy becomes increasingly automatic.
Review impact	Monitor response to intervention and adapt the focus as the child progresses.

Book Bag Books and Home Reading

We send Book Bag Books home so that children can practise reading text that is closely matched to the phonics they have been taught. This gives children the opportunity to experience success, build confidence and practise decoding with their families.

- Children should be encouraged to reread their book; repetition supports accuracy and fluency.
- Adults can praise effort, listen to the child read and discuss the meaning of words and events.
- Adults should continue to read stories, poems and information books aloud to children, including books that are beyond the child's independent decoding level.
- Home reading is about both developing reading skill and developing a positive identity as a reader.
- QR codes are sent home with sounds the children have been taught. This not only exposes the children to sounds they already know but also informs their parents of their learning and progress.

Instilling a Love of Reading

Phonics teaches children how to read words; our wider reading culture teaches children why reading matters. At Balby Central, we deliberately develop reading for pleasure alongside phonics. We use CUSP structured storybooks in EYFS as part of our wider approach to high-quality story experiences, vocabulary development and rich classroom discussion.

- Regular story time where adults model enthusiasm, expression and enjoyment.

- CUSP structured storybooks and carefully selected texts to support rich language and discussion.
- Opportunities to revisit favourite stories, poems and authors.
- Time to talk about books, characters, vocabulary and ideas.
- A balance of fiction, non-fiction, poetry and texts linked to children's interests and the curriculum.
- Adults actively recommending books and modelling themselves as enthusiastic readers.

RWI Storybook Progression

Reception	Set 1A <16 sounds	Set 1B >16 sounds and cannot blend orally	Set 1C Most set 1 sounds and can blend orally	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Reading group
Autumn mid													
Autumn end													
Spring mid													
Spring end													
Summer mid													
Summer end													

Year 1	Set 1A <16 sounds	Set 1B >16 sounds and cannot blend orally	Set 1C Most set 1 sounds and can blend orally	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Reading group
Autumn mid													
Autumn end													
Spring mid													
Spring end													
Summer mid													
Summer end													

Year 2	Set 1A <16 sounds	Set 1B >16 sounds and cannot blend orally	Set 1C Most set 1 sounds and can blend orally	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Reading group
Autumn mid													
Autumn end													
Spring mid													
Spring end													
Summer mid													
Summer end													

Year group	**Typical Storybook pathway**

Reception	Single-letter Set 1 → Set 1 consolidation/oral blending → Ditty stories → Red → Green → Green/Purple, alongside Set 2 development.
Year 1	Purple → Pink → Orange → Yellow → Blue, with increasing Set 2 and Set 3 knowledge, speed and fluency.
Year 2	Blue → Grey, with all Set 3 sounds consolidated and increasing fluency, expression and independence before transition to wider/novel reading.

What To Teach When

Ruth Miskin Training

Updated May 2025

This grid provides the focus teaching for your Speed Sounds Lessons.

Once children can read the group's focus sounds and words confidently, follow the guidance in the next row.

You can print additional Word Time 1.6 and 1.7 words, and longer words for each set from Phonics Online on Oxford Owl.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C		Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers **Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words**	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers **Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words**	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e,o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

The Role of Adults

- Model precise pronunciation and accurate sound-to-grapheme correspondence.
- Use consistent RWI language and routines across the school.
- Listen carefully to children's reading and identify errors rather than allowing guessing from pictures or context.
- Celebrate progress and build confidence, particularly for children who find reading difficult.
- Talk to children about books and vocabulary beyond the phonics lesson.
- Ensure intervention is timely, focused and reviewed.
- Create classrooms where children see reading as a valued and enjoyable part of school life.

Working with Families

Families are important partners in developing successful readers. We provide matched books for practice at home and encourage adults to make reading a positive, shared experience. Families do not need to "teach the phonics lesson" at home; the key is to listen, encourage, celebrate success and share enjoyable books together. Parents are invited in to a 'learning together' session in the Autumn term to learn, alongside, their child the basics of RWI, what a typical session looks like and the expectations around home learning.

Balby Central Early Reading:

We provide	**Our expectation**
Systematic RWI phonics	Every child receives consistent, carefully sequenced phonics teaching.
Assessment and grouping	Teaching and grouping respond to children's current knowledge and progress.
1:1 tuition	The slowest progress readers receive additional focused support.
Book Bag Books	Children take matched reading material home to practise.
Reading for pleasure	Children hear and enjoy high-quality stories, poems and information texts.
CUSP structured storybooks	Used within our wider approach to rich story experiences and reading culture.

Reading areas	Classrooms have an inviting, accessible reading space.
Whole-school culture	Every child will learn to read at this school
Our commitment At Balby Central Primary Academy, early reading is everyone's responsibility. Through systematic phonics, precise intervention, matched home reading, rich story experiences and inviting reading environments, we aim for every child to become an accurate, fluent, confident and enthusiastic reader.	

Leadership and Accountability

The Reading/Phonics Lead works with senior leaders and staff to maintain consistent implementation, monitor outcomes, provide coaching and identify professional development needs. Class teachers and support staff are responsible for delivering agreed routines, responding to assessment information and ensuring children receive appropriate practice. Leaders monitor teaching, assessment, intervention and pupil outcomes.

Assessment and Tracking

Assessment is used to identify what children know, what they need next and whether additional support is effective. RWI assessment information informs grouping and teaching. Leaders and teachers use assessment to identify gaps, monitor progress, review intervention and ensure that children are not left with persistent decoding difficulties. Progress is considered alongside reading accuracy, fluency, comprehension and engagement.

SEND, Inclusion and Additional Needs

Our early reading approach is inclusive. Children with SEND, speech and language needs, EAL or other barriers to learning receive appropriate adaptations, repetition and additional practice. Adults break learning into manageable steps, use consistent routines, provide opportunities for overlearning and carefully match intervention to the child's assessed need. RWI is taught following the small steps tracker or the non-verbal assessment where necessary. This takes place alongside Launchpad To Literacy working on Auditory Blending, Sequential Auditory Memory and Visual Attention and Discrimination.

Reading for Pleasure and CUSP Structured Storybooks

At Balby Central, reading for pleasure is central to our reading culture. We use CUSP structured storybooks in EYFS as part of our wider approach to developing rich story experiences and discussion. Children hear high-quality texts regularly, revisit favourite stories, encounter fiction and non-fiction and talk about books with adults and peers. Adults model genuine enjoyment of reading and help children develop preferences and confidence as readers.

Oracy

Oracy is developed progressively from Nursery to Year 2, building children's confidence, vocabulary, listening and speaking skills alongside their ability to communicate effectively with others. In Nursery, children begin by developing attentive listening, turn-taking and the confidence to communicate their needs, ideas and experiences using increasingly varied vocabulary. In Reception, children develop longer sentences, learn and use new vocabulary, respond to questions, follow instructions and begin to engage in sustained conversations with adults and peers. By Year 1, children are encouraged to explain their ideas clearly, ask and answer questions, listen respectfully to others and participate confidently in partner, group and whole-class discussions. By Year 2, children build greater independence and fluency, using a wider vocabulary to articulate thoughts, justify opinions, recount experiences and respond appropriately to others. Across Nursery to Year 2, oracy provides the foundations for successful reading and writing, while developing children's confidence, relationships, thinking and ability to express themselves.

Say a Poem

Children in Nursery, Reception, Year 1 and Year 2 follow the RWI 'Say a Poem' links. The poems have been chosen linked to topics or events and suited to that age group. The poems are progressive moving through the key stages and give the children opportunities to recite, develop oracy and build vocabulary.

	Nursery	Vocab level	Reception	Vocab level	Year 1	Vocab level	Year 2	Vocab level
Au 1	Amazing Me!	1	Hop, Hop Stop!	1	Feelings are like weather	2	The Rocket Blasts Off	3
Theme/ Text	Marvellous Me		Marvellous Me		Lost and found		Look up	
Au 2	Stack some blocks	1	Brum Brum	1	Your Majesty it's time for tea	2	Volcanoes	3
Theme/ Text	Once Upon A Time		Once Upon A Time		Katie in London		Non fiction GFOL	
Sp 1	Tingly fingers	1	Spritz, Sprinkle and Spray	1	Two neighbours	2	The end of the dinosaurs	3
Theme/ Text	Colours		Creativity		The Lion Inside		The Dragon Machine	

Sp 2	Hatching	1	Noisy Farm	2	Dinosaur did not roar	2	I can do hard things.	3
Theme/ Text	Animals and Change		Animals and Change		Curious case of the Missing Mammoth		Major Glad, Major Dizzy*	
Su 1	The Owl	1	It's on me!	2	Crab Shells	3	Talking to Animals	3
Theme/ Text	The Great Outdoors		The Great Outdoors		Someone Swallowed Stanley		The last Wolf	
Su 2	Our Class	1	To the moon and back	2	Your job as a honeybee	3	Are you ok?	3
Theme/ Text	Where do I live?		Space		Goldilocks and the One Bear		Grandad's Secret Giant	

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Strong Foundations

1. **Talk, Talk, Talk**
   Language, vocabulary, conversation and listening underpin everything.
2. **Learn to Read**
   Systematic phonics, daily reading, fluency and rich story experiences.
3. **Learn to Write**
   Oral composition → phonics → handwriting → sentence writing → independence.
4. **Build Number Sense**
   Secure number knowledge, particularly within 10, before moving onto increasingly complex concepts.
5. **Learn How to Learn**
   Attention, listening, routines, independence, resilience, following instructions and managing emotions.
6. **Every Child Gets What They Need**
   Identify gaps early and provide additional teaching, practice and adult interaction — particularly for children with the lowest starting points.

Long Term Overview/Reading Spine

Texts are carefully selected and sequenced to ensure progression in challenge and complexity throughout the academic year, informed by Lexile rankings. Consideration is also given to the themes, richness of language, linguistic complexity and inclusion of archaic texts to broaden pupils' literary experiences and deepen their understanding of language.

Each year group is assigned a high-quality poem to learn by heart every half-term. These poems are purposefully chosen to enrich vocabulary, develop an appreciation of poetic language and deepen pupils' understanding of different poetic forms and structures. At the end of each half-term, classes perform their poems during a whole-school assembly, providing an opportunity to celebrate their learning and develop confidence, fluency and expression in spoken language.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Nursery Rhymes Who Are You? My Family and Other Families Nursery Not Today	Goldilocks and the Three Bears Three Little Pigs Jack and the Beanstalk The Enormous Turnip The Little Red Hen Christmas Story	Wow Said the Owl Brown Bear Brown Bear Handa's Surprise Rainbow Fish Elmer The Colour Monster	Dear Zoo The Very Hungry Caterpillar Oi Frog Owl Babies Shark in the Park Elephant in my Kitchen	Oliver's Garden The Extraordinary Gardener Tidy The Tiny Seed	Come Over to my House In Every House on Every Street Home Where the Birds Sing Peace at Last
Reception	I am almost always kind. What makes me, me! Goldilocks and the three bears Squirrels that squabbled Shu lins grandpa Pumpkin soup Chicken clickin'	The Gingerbread Man Each Peach Pear Plum Little Red Riding Hood The Christmas Story Stick man You Choose Fairy Tales	We're going on a bear hunt 3 little pigs Luna loves art Mr wolfs pancakes Celebrations around the world The wonder	Tad What the ladybird heard Rosies Walk Three billy goats gruff Maisie Jones and the dinosaur bones	Jack and the Beanstalk The enormous turnip The extra ordinary gardener The little Red Hen Farmer duck Winnie the poo helps the bees	The dark Martha maps it out The Smeds and the Smoos Aliens love underpants Astro girl Whatever next Here we are (Oliver Jeffers)
Year 1						
Novel Study (through shared enjoyment at the end of the day)	**Funny Bones** Allan Ahlberg (illustrated by Janet Ahlberg)	**Polar Express (picture book version)** Chris Van Allsburg	**The Little Prince (picture book version)** Antoine de Saint-Exupéry	**Dinosaurs Love Underpants** Claire Freedman	**Traction Man -** Mini Grey	**Man on the Moon-** Simon Bartram
Themes	identity, relationships, imagination and wider-world knowledge	climate, survival and exploration	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge	technology, invention and responsibility	space, exploration and scientific curiosity

Reading Rediscovered – Complexity	Story structure, vocabulary and inference	Story structure, vocabulary and inference	Archaic language; Complexity of story / inference	Story structure, vocabulary and inference	Story structure, vocabulary and inference	Story structure, vocabulary and inference
Pathways	**Lost and Found**	**Katie in London**	**The Lion Inside**	**The Curious Case of the Missing Mammoth**	**Someone Swallowed Stanley**	**A Midsummer Night's Dream**
Poetry Focus	***Poetry Who has Seen the Wind- Chrstina Rossetti***	***The Night Before Christmas – Clement Clarke Moore***	***The Three Little Kittens- Eliza Cabot Follen***	***The Owl and the Pussycat- Edward Lear***	***Song on the Track- David McCord***	***Poetry Pie Corbet's Space Poems***
Themes	identity, relationships, imagination and wider-world knowledge	imagery, rhythm and interpretation	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge	conflict, courage and remembrance	identity, relationships, imagination and wider-world knowledge
Additional Texts	Our bodies	Polar animals London/cities	Lions and other animals Africa	Dinosaurs	Everyday heroes Fish and under the sea	Space Astronauts
Year 2						
Novel Study	**Meerkat Mail (transitional bridging text)** Emily Gravett	**Little Hen and the Great War** Jennifer Beck	**Sheep School (bridging chapter book)** Ross Montgomary	**Dread Cat** Michael Rosen	**The Owl who was Afraid of the Dark – chapter book version** Jill Tomlinson	**Fantastic Mr Fox (transitional text to Y3)** Roald Dahl
Themes	animals, habitats and human responsibility	conflict, courage and remembrance	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge	animals, habitats and human responsibility	animals, habitats and human responsibility
Reading Rediscovered – Complexity	Story structure, vocabulary and inference	Non-linear time / historical context	Story structure, vocabulary and inference	Story structure, vocabulary and inference	Story structure, vocabulary and inference	Story structure, vocabulary and inference
Pathways	**Look up!**	**The Great Fire of London**	**The Dragon Machine**	**Major Glad Major Dizzy**	**The Last Wolf**	**Grandad's Secret Giant**
Poetry Focus	***Poetry Poems from other cultures***	***Poetry I do not mind you Winter Wind- Jack Prelutsky***	***Scissors – Allan Ahlberg***	***Poetry - If you were a Carrot – Berlie Doherty***	***Poetry On the Ning Nang Nong- Spike Milligan***	***Poetry The Witches Spell- From Macbeth***
Themes	imagery, rhythm and interpretation	climate, survival and exploration	imagery, rhythm and interpretation	imagery, rhythm and interpretation	imagery, rhythm and interpretation	myth, imagination and storytelling

Additional Texts	Space Scientists Meerkats and other animals	London Fire and fire safety	Dragons and castles	Soldiers Toys	Owls Nighttime and the dark Nocturnal animals Wolves	Medicines and science
Specific Link Texts		Flo and the Somme				
Year 3						
Novel Study	**Flat Stanley (Bridging Text)** Jeff Brown	**Hodgeheg -** Dick King-Smith	**Captive Celt** Terry Deary	**Operation Gadgetman** Malorie Blackman	**George's Marvellous Medicine* (Esio Trot 26/27)** Roald Dahl	**Charlotte's Web-** E. B. White
Themes	identity, relationships, imagination and wider-world knowledge	animals, habitats and human responsibility	identity, relationships, imagination and wider-world knowledge	technology, invention and responsibility	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge
Reading Rediscovered – Complexity	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Archaic language
Pathways	**Seal Surfer**	**Nen and the Lonely Fisherman**	**The Fossil Girl**	**The Silence Seeker**	**Journey**	**A Stage Full of Shakespeare Stories**
Poetry Focus	***The Door- Miraslav Holub***	***How Doth the Little Crocodile- Lewis Carroll***	***Topsy Turvy World – William Brightly Rands***	***Albatros – Laura Mucha***	***The River- Valarie Bloom***	***Catch a Little Rhyme- Eve Merriam***
Themes	imagery, rhythm and interpretation Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Archaic language; Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Figurative language, form and implicit meaning	marine life, habitats and conservation Figurative language, form and implicit meaning	imagery, rhythm and interpretation Figurative language, form and implicit meaning	imagery, rhythm and interpretation Figurative language, form and implicit meaning
Additional Texts	Seals The sea Cartoons and illustrations	The sea Fishing Tortoises and pets Road Safety	Fossils Mary Anning Bones The Stone Age	Refugees Inventions and Gadgets	Rivers Celts and Romans Medicines and Potions	Shakespeare Farms Animals
Specific Link Texts			24 Hours in the Stone Age The Fossil Hunter	Migrants	The Tree and the River	

Year 4						
Novel Study	**The Iron Man (Bridging Text)** Ted Hughes	**Astronauts Handbook** Meghan McCarthy	**Wolf Wilder** Katherine Rundell		**Bubble Boy -** Stewart Foster	**How to Train a Dragon- How to Speak Dragonese -** Cressida Cowell
Themes	technology, invention and responsibility	space, exploration and scientific curiosity	animals, habitats and human responsibility		identity, relationships, imagination and wider-world knowledge	myth, imagination and storytelling
Reading Rediscovered – Complexity	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Complexity of story / inference — indicative		Narrator, inference and vocabulary	Narrator, inference and vocabulary — indicative
Pathways	**Gorilla**	**Leon and the Place Between**	**Our Tower**	**Amazing Islands**	**Alba and the Hundred Year Old Fish**	**Blue John**
Poetry Focus	***I'm walking with my Iguana – Brain Moses***	***The Night Before Christmas – Clement Clarke Moor***	***A Life in Dreams – Jacob Sam-La Rose***	***Dream Variations – Langston Hughes***	***Something Told the Wild Geese- Rachel Field***	***A Smal Dragon – Brain Pattern***
Themes	identity, relationships, imagination and wider-world knowledge Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Archaic language; Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Figurative language, form and implicit meaning	identity, relationships, imagination and wider-world knowledge Figurative language, form and implicit meaning	myth, imagination and storytelling
Additional Texts	Machines Explanatory texts Gorillas and the wild	Recycling Circus life Space	Wolves Cold climates Castles and towers	Islands	Fish and the sea Underwater worlds	Caves and mines Mythology Dragons
Specific Link Texts	The Coming of the Iron Man					Viking Voyagers
Year 5						
Novel Study	**Put Out the Light (Bridging Book)** Terry Deary	**Wild Way Home*** Sophie Kirtley **(Jamie Drake Equation** Christopher Edge **26/27)**	**Polar Bear Explorers Club-** Alex Bell	**Who Let the Gods Out-** Maz Evans	**Nowhere Emporium-** Ross MacKenzie	**Cogheart (bridging to Y6) -** Peter Bunzl

Themes	identity, relationships, imagination and wider-world knowledge	space, exploration and scientific curiosity	climate, survival and exploration	myth, imagination and storytelling	identity, relationships, imagination and wider-world knowledge	technology, invention and responsibility
Reading Rediscovered – Complexity	Narrator, inference and vocabulary	Narrator, inference and vocabulary	Complexity of story / inference	Narrator, inference and vocabulary	Complexity of story / inference	Complexity of story / inference
Pathways	**Queen of the Falls**	**The Lost Happy Endings**	**Arthur and the Golden Rope**	**The Darkest Dark**	**The Brilliant Deep**	**Bold and Brave Women from Shakespeare**
Poetry Focus	***Charge of the Light Brigade – Alfred Lord Tennyson***	***The Listeners- Walter de la Mare***	***If- Rudyard Kipling***	***The Pobble who had no toes- Edward Lear***	***The Tyger- William Blake***	***Shakespeare Sonnets***
Themes	Archaic language; Figurative language, form and implicit meaning conflict, courage and remembrance	imagery, rhythm and interpretation Resistant text / ambiguity; Figurative language, form and implicit meaning	Archaic language; Figurative language, form and implicit meaning identity, relationships, imagination and wider-world knowledge	conflict, courage and remembrance Archaic language; Non-linear time / historical context Figurative language, form and implicit meaning	imagery, rhythm and interpretation Archaic language; Resistant text / ambiguity; Figurative language, form and implicit meaning	myth, imagination and storytelling Archaic language; Resistant text / ambiguity; Figurative language, form and implicit meaning
Additional Texts	WW2 Niagara Falls/Canada	Magicians and Magic	Polar Bears and Arctic animals Cold Climates	Space and exploration King Athur Castles and Knights Greek Mythology Ancient Greece	Underwater Recycling and ecosystems Climate change	Machinery Processes Shakespeare and The Globe Theatres
Specific Link Texts		Meanwhile Back on Earth	Leo and the Gorgans Curse	Ancient Greek Gods and Goddess	100 Things to know about the oceans The Sea Below My Toes The Turtles View of the Ocean Blue The Deep	
Year 6						
Novel Study	**Granny (Bridging Text)** Anthony Horowitz	**The Explorer-**	**Holes-** Louis Sachar **SATS techniques through short extracts**		**SATS techniques through short extracts** **Silver Sword -** Ian Serraillier	

Themes	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge	identity, relationships, imagination and wider-world knowledge		conflict, courage and remembrance	
Reading Rediscovered – Complexity	Narrator, inference and vocabulary	Complexity of story / inference	Non-linear time / historical context/ Complexity of story / inference		Archaic language; Non-linear time / historical context	
Pathways	**Star of Fear, Star of Hope**	**Can we Save the Tiger?**	**Shackleton's Journey**	**The Day the War Came/ The Island**	**Manfish / Short Writes**	**Sky Chasers**
Poetry Focus	***Little Red Riding Hood and the Wolf- Roald Dahl***	***A Ballard of London- Richard Le Galliean***	***I wandered Lonely as a Cloud-William Wordsworth***	***Imagine – John Lennon***	***The Lady of Shallot – Alfred Lloyd Tenneson***	
Themes	Figurative language, form and implicit meaning	Figurative language, form and implicit meaning	Archaic language; Figurative language, form and implicit meaning	Figurative language, form and implicit meaning	Archaic language; Figurative language, form and implicit meaning	
Additional Texts	Refugees WW2	Tigers and wild animals Rainforests Explorers	Deadly 60's The Arctic Ships and exploration	The Galapagos David Attenborough Charles Darwin Evolution	Anne Frank Great women in the war Enigma Code	Texts about transition
Specific Link Texts	Migrants 1783		Survivors		Please Write Soon	

Assessment of Reading

Formative Assessment

Assessment takes place during the delivery of the lesson. Children are assessed through questioning and the written tasks/reflections set in lessons. Children are encouraged to respond to the text through carefully chosen questions based on content domains. Each child has their own fluency rubric within their books and these are referred to in lessons for assessment when reading out loud. Children are taught to understand their next steps in reading based on the rubric and how they can improve their own fluency.

Summative Assessment

Children are assessed using Test Base Reading Assessments at the end of each half term in Y1, Y3, Y4 and Y5. In Years 2 and Year 6 using past SATS papers. Children are then judged to be working towards, working at the expected standard or working at greater depth within their year group. These summative judgements are then added to Insight Tracking. This data is used to inform next steps in teaching, interventions and form conversations in pupil progress meetings.

Phonics Assessment

Children on RWI are assessed every 6 weeks. The slowest progress children are assessed every 3 weeks informally with close monitoring. This identifies sound gaps and allows for flexibility in groupings to ensure targeted and teaching. Children in Y1 carry out the Phonics Screening Test at the end of each academic year. Children who haven't met the standard in Y1 then re-take the screening again in Y2.

Knowledge Progression – Component Knowledge and Granular Knowledge

	Component Knowledge and Granular Knowledge		
Early Year – Nursery	Learn the 1st letter of their name. - Learn some initial sounds for everyday words/ nouns. - Learn nursery rhymes. - Spot print in books and the environment. - Begin to learn picture cards for RWI. Experience and learn stories through role play, storytelling, small world and art. - Identify and describe different sounds and noises in the environment. - Experience and develop awareness of sounds with instruments and noise makers - Develop awareness of sounds and rhythms using body percussion. - Articulate words correctly in rhythm. - Listen to sounds and know which are the same and different (beginning or end).	Continue to learn nursery rhymes and explicitly spot rhyming pairs. - Learn initial sounds for everyday items and nouns. - Learn the first 10 single letter sounds. - Learn to track words left to right - Continue to recognise print, logos, titles of books. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps.	Continue to learn nursery rhymes and explicitly spot rhyming pairs and strings. - Identify initial sounds and groups of objects with the same initial sound. - Continue to learn single letter sounds. - Learn to track words left to right. - Continue to recognise print, logos, titles of books - Learn to orally blend 3 sound words. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own. - Introduce non-fiction books to children.
Early Years- Reception	Learn single letter sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, - Learn to orally blend 3 sound words. - Learn and review nursery rhymes and spot rhymes in books and songs. - Identify initial sounds for a range of words. - Begin to blend 3 sound words. - Answer simple retrieval questions and inference questions from stories which are read to them.	Learn the first 6 digraphs in set 1: ch,sh,th,nk,ng,qu - Learn to blend 3 sound words independently. - Learn to blend words containing digraphs - Blending VC, CVC, CCVC and CVCC words - Read short captions and sentences. - Answer simple retrieval questions and inference questions from stories which are read to them. - Blend known sounds to read alien words. - Learn the meaning of new vocabulary as they read or hear stories.	Learn digraphs in set 2 and read these in words. ay, ee, igh, ow, oo, oo - Learn to blend 4 and 5 sound words. Blending VC, CVC, CCVC and CVCC words. - Read sentences and short stories. - Fred in your head - children to sound out and blend the word in their heads before saying the word. - Learn the meaning of new vocabulary as they read. - Answer simple retrieval questions and inference questions from stories which are read to them and begin to answer questions about stories they have read.

	- Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own. - Explore and have non-fiction books read to them.	- Learn to read red words: - Key words to read 1. Put, a, on, not, that, up 2. The, I, put, a, him, got, this 3. The, no, of, bath, get 4. I, of, my 5. big, can 6. My, I, the, of, help, have, back 7. The, I, of, his, with 8. I, put, the, of, an 9. My, the, I, for, has 10. I, the, of, my, he, full, will - Be able to re-tell a range of stories using pictures and story maps and props. Create and retell their own stories. - Begin to understand features of nonfiction texts and hear these read by an adult/ enjoy looking at them.	- Begin to read some words fluently (using Fred in head) and apply this to reading books matched to their ability with increasing fluency. - Blend known sounds to read alien words. - Be able to re-tell a range of stories using pictures and story maps and props. Create and retell their own stories. - Begin to understand features of nonfiction texts and hear these read by an adult/ enjoy looking at them. - Read red words: 1. The, your 2. The, said, I, of, my, had 3. The, of, he, baby, then 4. You, I, said, of, be 5. He, said, no, my, I, off 6. He, said, no, I 7. I, said, of, no, but, had 8. Said, the, my, are, I, them 9. I, said, the, he, no, you, put 10. I, the, said, you, of, went

Year 1

Component Knowledge Overview

In year 1, the focus for reading is on securing foundational reading skills through Read Write inc. However, children will engage in scaffolded reading sessions where they share a class text using the Novel Study approach throughout school. Teachers will read these texts daily alongside other texts which form reading for pleasure at the end of the school day. Children will also engage in rich discussions with the texts used in the approach for writing (Pathways to Write).

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text structure- comparing and making links
Children become very familiar with key stories and retelling them. They explain clearly their understanding of what is read to them. Answer simple questions about characters, setting and key events in a story. Identify and discuss the setting and names of the characters in a story. Retell a story read or heard, using props. Sequence pictures for the beginning, middle and end of a story read.	Children recognise and join in with predictable phrases. They discuss word meanings and link new meanings to those already known. To recognise vocabulary associated with different genres. Discuss word meanings, linking to new meanings to those already known. They recognise and join in with predictable phrases. Capture and apply new vocabulary in writing.	Children participate in discussion about what is read to them, taking turns and listening to what others say. They learn to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction. To take turns and listen to what others say. Recognise and join in with predictable phrases. Read with some intonation and expression.	Children clearly explain their understanding of what is read to them and predict what might happen on the basis of what has been read so far. Discuss the significance of the title and events, making inferences on the basis of what is being said and done. Predict whether a book will be story or non-fiction based upon the cover and title. To also predict what might happen based on what has been read so far. To make links to personal experiences and make inferences about character types based on their action.	Children become very familiar with key stories, fairy stories, and traditional tales. They also consider these particular characteristics. They understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter line. To identify the title, blurb and author of a story or non-fiction book, and in turn discuss the significance of the title. Recognise some typical characters and settings of fairy stories and traditional tales. Understand the difference between fiction and non-fiction. Begin to describe the overall structure of a story, e.g. being about to answer: 'What is the problem

Granular Knowledge

Year 1
Cycle 1 - Funnybones

WEEK 1 — ENTERING THE STORY
Focus: Who are the skeletons and where do they live?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Cover clues	Prediction; oral discussion	To predict what the story might be about using the cover.	Identify title, author and illustrator; name visible characters; use "I think… because…"; distinguish a clue from a guess.
2. Listening to the opening	Listening; retrieval	To listen carefully and name the main characters.	Listen to a read-aloud; identify big skeleton, little skeleton and dog skeleton; answer who questions; point to matching illustrations.
3. A dark, dark setting	Setting; repeated language	To describe where the story begins.	Recognise setting as place; identify the dark, dark street and house; use picture and spoken-text clues; rehearse repeated phrases.
4. Reading repeated words	Phonics; fluency	To read familiar words and repeated phrases accurately.	Blend phonemes in decodable words selected from the text; recognise taught tricky words; track print left to right; reread for smoothness.
5. What happens first?	Sequencing	To put three opening events in order.	Distinguish first, next and last; select key events; use pictures to retell; check the order against the book.

WEEK 2 — CHARACTERS AND THE ADVENTURE
Focus: What do the skeletons do when they go out?

Session	Reading focus	Learning objective	Granular knowledge to be taught

6. Character detectives	Retrieval	To find and say facts about the skeletons.	Identify which skeleton does what; distinguish big, little and dog skeleton; answer who/what questions using illustrations and words.
7. Where do they go?	Retrieval; setting	To identify places visited by the characters.	Notice changes of place; use illustrations to identify locations; connect a setting to the event happening there.
8. Reading speech aloud	Expression; punctuation	To read short speech with an appropriate voice.	Recognise speech as something a character says; notice question and exclamation marks; practise expressive repeated lines.
9. How might they feel?	Simple inference	To suggest a character's feeling using a clue.	Look at actions, words and pictures; name a feeling; justify orally using because; accept different supported interpretations.
10. Retell the adventure	Sequencing; oral retelling	To retell the main events using time words.	Choose key moments; use first, then, next, finally; speak in complete sentences; check story order.

WEEK 3 — PLAYFUL LANGUAGE AND READING FLUENCY
Focus: How do words make the story fun to read?

Session	Reading focus	Learning objective	Granular knowledge to be taught
11. Dark, dark repetition	Patterned language	To recognise and join in with a repeated phrase.	Identify recurring wording; anticipate the next phrase; understand repetition creates rhythm and expectation; join in confidently.
12. Sounds and words	Phonics; decoding	To use phonics to read selected unfamiliar words.	Segment and blend taught grapheme–phoneme correspondences; distinguish decoding from guessing from pictures; reread to confirm meaning.
13. Word meanings	Vocabulary	To explain the meanings of words from the story.	Discuss dark, skeleton and other selected words in context; use

			illustrations; say a meaning in own words; use words orally.
14. Punctuation voices	Fluency; expression	To use punctuation to make reading sound meaningful.	Pause at full stops; use a questioning voice for question marks; vary tone for exclamations; rehearse a short extract.
15. Read it again	Fluency; comprehension	To reread a familiar passage more smoothly and explain it.	Track words accurately; notice phrasing; practise a short repeated extract; explain what is happening in that part.

WEEK 4 — PICTURES, HUMOUR AND EVENTS
Focus: How do the illustrations help us understand?

Session	Reading focus	Learning objective	Granular knowledge to be taught
16. Picture clues	Visual comprehension	To find details in an illustration that help tell the story.	Scan pictures for characters, objects and setting; describe an observed detail; connect it to the words.
17. What is funny?	Response; discussion	To explain which part of the story I find funny.	Identify a humorous event or image; distinguish preference from fact; explain a response using because.
18. Questions about events	Retrieval; questioning	To answer who, what and where questions about the story.	Listen to the question word; find the relevant spread; answer clearly; ask a simple question of a partner.
19. Why did that happen?	Cause and effect	To explain why a story event happened.	Identify an action and its result; use because and so; support an explanation with a known event.
20. Acting out the story	Oral language; comprehension	To retell a familiar part using actions and words.	Take a character role; use story vocabulary; preserve event order; speak audibly and listen to others.

WEEK 5 — UNDERSTANDING THE WHOLE STORY
Focus: What can we say about the beginning, middle and end?

Session	Reading focus	Learning objective	Granular knowledge to be taught

21. Beginning, middle, end	Story structure	To identify the beginning, middle and ending of the story.	Recognise the opening setting, key adventure and ending; select a picture for each; explain placement.
22. Characters compared	Comparison	To say how two skeleton characters are alike or different.	Compare size, actions or roles; use same and different; point to evidence from the book.
23. Guess then check	Prediction	To make a prediction and check it against the text.	Use clues from a chosen stopping point; give a reason; listen to the next section; revise a prediction.
24. Favourite words and pictures	Response; vocabulary	To explain a favourite word, phrase or illustration.	Choose a specific example; use a reason; listen respectfully to other choices; refer back to the book.
25. Partner story retell	Oral sequencing	To retell the story clearly with a partner.	Choose five key moments; order them; use time connectives; take turns; correct omissions with text support.

WEEK 6 — INDEPENDENT RESPONSE AND ASSESSMENT
Focus: What reading skills can we use on our own?

Session	Reading focus	Learning objective	Granular knowledge to be taught
26. Phonics in context	Decoding; word recognition	To read selected words using taught phonics and tricky-word knowledge.	Blend unfamiliar decodable words; recognise taught common exception words; self-correct; avoid using pictures instead of decoding.
27. Retrieval challenge	Retrieval	To find answers to simple questions about the story.	Identify question words; revisit the relevant page; locate an explicit answer; respond in a word or sentence.
28. Explain a feeling	Inference	To explain how a character might feel using a clue.	Name an emotion; refer to action, words or picture; speak in “I think… because…” sentences.
29. Whole-story map	Sequencing; summarising	To order and retell the most important story events.	Select five or six moments; sequence accurately; distinguish important events from small details; use a visual story map.

30. Final reading response	Comprehension; discussion	To show my understanding of Funnybones through reading and talking.	Read a suitable short extract; answer retrieval questions; discuss a favourite part; explain one inference; retell the story in order.

Cycle 2- The Polar Express

WEEK 1 — Entering the World of The Polar Express

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Exploring the title and front cover	Prediction; vocabulary; discussion	To make a sensible prediction about the story using evidence from the title and illustrations.	Title names the book; illustrations give clues; predictions need evidence; polar relates to very cold regions; express can describe a fast train/service.
2. Setting the scene	Setting; retrieval	To identify when and where the opening takes place and describe the atmosphere.	Setting is where/when a story happens; the opening is at night in winter/Christmas; snow, cold and darkness establish atmosphere.
3. Introducing the narrator	Retrieval; character	To identify the narrator and retrieve information about the main character.	Main character is the person the story focuses on; narrator tells the story; information comes from what a character says, does, thinks and experiences.
4. Sequencing the beginning	Sequencing	To sequence the opening events using time-order language.	Stories have a sequence; first/next/then/after that/finally explain order; boy is in bed, hears a noise, investigates, discovers train and boards.

WEEK 2 — Characters, Feelings and Setting

Session	Reading focus	Learning objective	Granular knowledge to be taught
5. The boy's feelings	Inference; evidence	To infer how the boy feels using clues from his actions and experiences.	Inference means working something out from clues; actions, expressions, dialogue and events reveal feelings; feelings can change.

6. The mysterious train	Retrieval; inference	To retrieve details about the train and explain why it seems mysterious.	The train is unexpected; the boy hears a loud noise; its appearance creates mystery; readers can ask questions about unexplained events.
7. The conductor	Character; dialogue	To describe the conductor using what he says and does.	A conductor is responsible for passengers/tickets; dialogue and actions reveal character; the conductor is confident and purposeful.
8. Comparing character feelings	Comparison; inference	To compare two characters' responses and give a reason for each.	Different characters can respond differently; knowledge and experience affect responses; because helps explain an inference.

WEEK 3 — Vocabulary and Author's Language

Session	Reading focus	Learning objective	Granular knowledge to be taught
9. Exploring unfamiliar vocabulary	Vocabulary; context	To explain unfamiliar words using sentence and illustration clues.	Use surrounding sentence, illustration and prior knowledge; understand vocabulary in context.
10. Words that make us hear the train	Language; sensory imagery	To identify language that helps the reader imagine the sounds of the train.	Authors choose words carefully; sound words help create mental images; words and illustrations work together.
11. Words that create a picture	Descriptive language	To identify descriptive words and explain what they help us imagine.	Descriptive language gives information; adjectives describe nouns; powerful vocabulary creates atmosphere and imagery.
12. Significance of the title	Authorial choices	To explain how the title connects to the train and its journey.	Titles give initial clues and gain meaning as we read; Polar Express describes the train/journey and links to the North Pole.

WEEK 4 — Prediction and Inference

Session	Reading focus	Learning objective	Granular knowledge to be taught

13. Predicting what happens next	Prediction; evidence	To predict what might happen next and explain the clues used.	Predictions are evidence-based; previous events and illustrations provide clues; predictions can change.
14. Checking predictions	Prediction; reflection	To check a prediction against the story and explain whether it changed.	Readers compare predictions with what happens; predictions can be correct, partly correct or incorrect; new information can change thinking.
15. Why does the boy get on the train?	Inference; motivation	To suggest why the boy boards the train and support the idea with evidence.	Motivation is the reason for an action; curiosity, excitement and belief may influence the boy; inferences need evidence.
16. Is the journey real?	Interpretation; discussion	To discuss different interpretations of the journey and give reasons.	Fiction can contain magical/impossible events; readers may interpret events differently; opinions need reasons.

WEEK 5 — Themes, Meaning and Deeper Understanding

Session	Reading focus	Learning objective	Granular knowledge to be taught
17. The importance of belief	Theme; inference	To explain how belief influences the boy's experiences in the story.	Belief is something someone thinks is true; beliefs can affect decisions and feelings; events provide clues to beliefs.
18. The first gift	Significant events; inference	To explain why the first gift is important to the boy and the story.	Important events can change feelings; the first gift connects to belief and experience; objects can have emotional importance.
19. Generosity and kindness	Themes; retrieval	To identify an example of kindness or generosity and explain its importance.	Stories can communicate ideas; generosity means giving/sharing; actions can demonstrate kindness; readers can make personal connections.
20. What makes the story magical?	Setting; language; events	To identify features that create a sense of magic and wonder.	Magic can be created through setting, characters, events and vocabulary; realistic details can combine with impossible events; wonder means amazement/curiosity.

WEEK 6 — Retelling, Responding and Evaluating

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Retelling the whole story	Sequencing; retelling	To retell the main events of the story in chronological order.	A retelling includes important events; chronology matters; sequencing language helps; beginning introduces, middle develops, ending resolves.
22. Character journey	Character development; inference	To describe how the boy's feelings or understanding change across the story.	Characters can change emotionally; the boy moves from uncertainty to wonder/excitement; the bell becomes linked to belief.
23. Asking and answering questions	Questioning; comprehension	To ask and answer questions about the story using evidence.	Who/what/where/when often retrieve; why/how can require inference; good questions deepen understanding; answers need textual support.
24. Final response	Evaluation; discussion	To share an opinion about the story and justify it with examples.	Readers can have opinions; opinions need reasons; responses can refer to characters, events, vocabulary and illustrations.

Cycle 3 – The Little Prince

WEEK 1 — ENTERING THE WORLD OF THE LITTLE PRINCE
Focus: Who are the pilot and the Little Prince?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Exploring the cover	Prediction; illustration	To make a prediction using the title and illustrations.	A title names a book; pictures offer clues; identify the prince and unusual setting; a prediction uses evidence, not a random guess.
2. The pilot in the desert	Retrieval; setting	To identify where the opening takes place and retrieve key facts.	The pilot is stranded in a desert; desert means a very dry region; distinguish

			character and setting; point to words or pictures as evidence.
3. Meeting the Little Prince	Character; retrieval	To describe the Little Prince using details from the story.	The Little Prince meets the pilot; notice what he asks for; identify what characters say and do; distinguish explicit facts from ideas inferred.
4. Sequencing the opening	Sequencing; oral retelling	To retell the opening events in the correct order.	First, next, then and after that show order; select the important moments; use illustrations to check the sequence.

WEEK 2 — THE LITTLE PRINCE AND HIS HOME
Focus: What matters to the Little Prince?

Session	Reading focus	Learning objective	Granular knowledge to be taught
5. His tiny planet	Setting; vocabulary	To describe the Little Prince's home using story clues.	A planet is a body in space; compare a tiny imagined planet with Earth; retrieve details from the adapted text and pictures.
6. Caring for the rose	Retrieval; inference	To explain what the Little Prince does for his rose.	Care can be shown through actions; retrieve examples; discuss what these actions suggest about the relationship.
7. How does he feel?	Inference; evidence	To infer the Little Prince's feelings using clues.	Feelings are not always named; words, actions and pictures provide clues; use "I think… because…".
8. Leaving home	Prediction; motivation	To suggest why the Little Prince travels and predict what he might discover.	Motivation means a reason for an action; use known events as clues; predict logically and revise after reading.

WEEK 3 — A JOURNEY THROUGH SPACE
Focus: What does the Little Prince notice on his journey?

Session	Reading focus	Learning objective	Granular knowledge to be taught

9. Places on the journey	Retrieval; sequencing	To identify places visited and order the journey.	Different settings can appear in one story; revisit the book to identify places actually shown in this adaptation; arrange key stops in order.
10. Meeting new people	Character; retrieval	To describe an encounter using what a character says or does.	A new character can show a different viewpoint; identify who is met in the selected spread; use dialogue or illustration details.
11. Strange and wonderful	Vocabulary; author language	To explain words that make a place or encounter seem unusual.	Use nearby words and illustrations for meaning; notice descriptive language; explain how word choice creates wonder.
12. What happens next?	Prediction; checking	To make and check a prediction about the journey.	Predictions come from story clues; compare prediction with the next spread; explain why an idea changed.

WEEK 4 — EARTH, FRIENDSHIP AND UNDERSTANDING
Focus: What does the Little Prince learn from others?

Session	Reading focus	Learning objective	Granular knowledge to be taught
13. Arriving on Earth	Setting; retrieval	To identify how Earth differs from the Little Prince's home.	Compare settings using pictures and words; notice similarities and differences; use "whereas" orally.
14. Understanding friendship	Inference; discussion	To explain what a friendship in the story teaches the Little Prince.	Friendship involves care and connection; discuss the relationships present in this edition; support ideas with an event or image.
15. Words and pictures together	Visual comprehension	To explain what an illustration adds to the written story.	Pictures can show expression, size, distance or mood; combine written and visual clues; do not assume pictures and words repeat identical information.
16. How has he changed?	Character comparison	To compare the Little Prince's thoughts or feelings at two points.	Characters learn through experiences; identify an early and later clue; explain change using "at first… but later…".

WEEK 5 — BIG IDEAS AND AUTHOR CHOICES
Focus: Why is this story meaningful?

Session	Reading focus	Learning objective	Granular knowledge to be taught
17. The rose and love	Themes; inference	To explain why the rose is important to the Little Prince.	An object or character can matter because of shared care; revisit two moments involving the rose; give a reason.
18. Kindness and responsibility	Themes; discussion	To identify actions that show care or responsibility.	Responsibility means looking after something or someone; distinguish an action from a feeling; connect a theme to a story event.
19. Magical storytelling	Author choices; vocabulary	To identify how the story creates a magical atmosphere.	Imagined planets, unusual encounters and descriptive words create fantasy; compare realistic and impossible elements.
20. What might the message be?	Interpretation; evidence	To suggest a message and support it with an example.	Stories may suggest ideas about love, friendship or what matters; there can be more than one sensible interpretation; use story evidence.

WEEK 6 — RETELLING, RESPONDING AND EVALUATING
Focus: What have we learned from The Little Prince?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Retelling the whole story	Sequencing; summarising	To retell the main events from beginning to end.	Choose key moments, not every detail; identify opening, journey and ending; use time words and picture prompts.
22. Character journey	Inference; comparison	To explain something the Little Prince learns.	Compare his understanding at the beginning and end; use two story clues; explain learning with “because”.
23. Asking and answering questions	Retrieval; inference	To ask and answer questions about the text.	Who/where/what questions often retrieve facts; why/how may require

			clues; return to the book to check answers.
24. Final reading response	Whole-text comprehension; evaluation	To explain a personal response using details from the story.	State an opinion; give a reason about a character, picture or event; demonstrate sequencing, retrieval, vocabulary and simple inference.

Cycle 4- Dinosaurs Love Underpants

WEEK 1 — ENTERING THE STORY
Focus: What clues introduce the dinosaurs and the story?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Exploring the cover	Prediction; discussion	To predict what the story might be about using the title and cover.	A title names a book; pictures offer clues; dinosaurs are prehistoric animals; a prediction needs a reason and can be revised.
2. Listening to the opening	Listening; retrieval	To identify who and what the story is about.	Listen to a whole section; recognise dinosaurs as central characters; retrieve details heard; distinguish an answer from a guess.
3. Finding the setting	Setting; illustrations	To describe where the events happen using picture clues.	Setting is where a story happens; observe backgrounds and objects; explain what is visible rather than inventing details.
4. What happens first?	Sequencing; oral retelling	To retell the opening events in the correct order.	Identify important events; use first, next and then; reread to check the order.

WEEK 2 — RHYMES AND REPEATED LANGUAGE
Focus: How does the author make the story fun to hear?

Session	Reading focus	Learning objective	Granular knowledge to be taught

5. Listening for rhyme	Rhyme; phonological awareness	To recognise words that rhyme in the story.	Rhyming words share the same ending sound; listen rather than relying on spelling; identify rhyming pairs from selected pages.
6. Joining in	Repeated phrases; fluency	To join in with familiar phrases when the story is read aloud.	Repeated reading builds confidence; track spoken words; practise phrasing and clear expression.
7. Reading tricky words	Phonics; word recognition	To use phonics to read selected decodable words from the text.	Say grapheme sounds; blend from left to right; recognise taught common exception words; teacher selects words matched to current phonics teaching.
8. Choosing a favourite rhyme	Vocabulary; response	To explain which rhyming phrase I enjoy and why.	Locate a chosen phrase; use language such as funny or surprising; give a simple reason linked to the words.

WEEK 3 — CHARACTERS AND STORY EVENTS
Focus: What do the dinosaurs do, and why?

Session	Reading focus	Learning objective	Granular knowledge to be taught
9. Actions of dinosaurs	Retrieval	To find and describe what characters do in the story.	Actions are things characters do; return to words and pictures; answer who and what questions accurately.
10. What might they be feeling?	Simple inference	To suggest how a character feels using a clue.	Feelings can be suggested by faces, actions and words; use I think… because…; different answers need evidence.
11. A silly problem	Story structure; discussion	To identify the main problem or disagreement in the story.	Stories may involve a problem or conflict; explain what causes it; identify who is affected using the book.
12. Cause and effect	Comprehension; sequencing	To explain how one event leads to another.	Because explains why; so explains the result; choose two connected events and check them against the text.

WEEK 4 — PICTURES, HUMOUR AND VOCABULARY

Focus: How do words and pictures work together?

Session	Reading focus	Learning objective	Granular knowledge to be taught
13. Picture detectives	Visual comprehension	To use illustrations to find details not stated in the words.	Illustrations show actions and expressions; look closely; distinguish what a picture shows from an inference.
14. Funny contrasts	Humour; response	To explain why a moment in the story is funny.	Humour can come from unexpected combinations; dinosaurs and underpants make an unusual pairing; give an example.
15. Word meanings	Vocabulary	To explain unfamiliar words using context and pictures.	Use nearby words and illustrations; discuss words such as prehistoric where present; test a suggested meaning in the sentence.
16. Reading with expression	Fluency; performance	To read or recite a familiar section with expression.	Punctuation guides pauses; rhythm helps phrasing; practise a short, familiar extract after adult modelling.

WEEK 5 — UNDERSTANDING THE WHOLE STORY
Focus: How does the story develop and end?

Session	Reading focus	Learning objective	Granular knowledge to be taught
17. Revisiting the beginning	Retrieval; sequence	To recall key details from the beginning of the story.	Find the opening pages; distinguish key events from small details; give answers in complete spoken sentences.
18. Middle events	Sequencing	To order the important events from the middle of the story.	Choose key scenes; use picture cards; use before, after and next accurately.
19. The ending	Comprehension; prediction check	To explain how the story ends and compare it with my prediction.	An ending completes a story; locate what actually happens; predictions can be correct or incorrect.
20. Retell with pictures	Oral retelling	To retell the story using a beginning, middle and end.	Use three-part story structure; select key events; retell in order using sequencing words.

WEEK 6 — CONSOLIDATION AND RESPONSE
Focus: What can I now understand and explain?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Word and rhyme challenge	Phonics; rhyme; vocabulary	To recognise familiar rhymes and explain selected words.	Hear ending sounds; blend decodable words; explain meaning in context; use the picture only to confirm meaning, not guess decoding.
22. Question time	Retrieval; questioning	To ask and answer who, what, where and why questions.	Question words signal what to look for; locate explicit details; explain simple why answers with a clue.
23. My favourite part	Personal response; discussion	To share an opinion about the story with a reason.	Opinions differ; identify a specific moment; use I liked… because…; listen and take turns.
24. Final reading response	Whole-text comprehension	To show understanding by retelling, retrieving and discussing the story.	Retell events in order; answer text-based questions; recognise rhyme; use picture and word clues to explain a response.

Cycle 5- Traction Man

WEEK 1 — ENTERING THE WORLD OF TRACTION MAN
Focus: Who is Traction Man, and what makes him a hero?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Exploring the cover	Prediction; discussion	To predict what the story might be about using the cover and title.	Identify a title and author; recognise the action-figure character; use picture clues to justify predictions; distinguish prediction from a guess.
2. Meeting Traction Man	Retrieval; character	To retrieve information about Traction Man from the opening.	Identify the central character; locate stated details; distinguish what the

			words tell us from what the pictures show.
3. A toy with a secret life	Setting; imagination	To describe the story setting and how ordinary places become adventures.	Setting is where events happen; spot everyday household locations; distinguish real objects from imagined adventure settings.
4. Sequencing the opening	Sequencing	To retell the opening events in the correct order.	Select main events; use first, next, then and finally; check the order against the book.

WEEK 2 — CHARACTERS, COMPANIONS AND FEELINGS
Focus: How do Traction Man and his companions act?

Session	Reading focus	Learning objective	Granular knowledge to be taught
5. Introducing Scrubbing Brush	Retrieval; relationships	To identify Scrubbing Brush and explain his role in the story.	Find character details; recognise a companion; use actions and illustrations to explain a relationship.
6. Heroic feelings	Simple inference	To infer how Traction Man feels during an adventure.	Infer from actions, speech and pictures; name feelings; use I think… because… with a clue.
7. What makes a hero?	Character traits; discussion	To describe Traction Man using evidence.	Traits describe how a character behaves; distinguish brave, helpful and determined; support one trait with an example.
8. Comparing characters	Comparison	To explain how Traction Man and Scrubbing Brush are similar or different.	Use same/different and both; compare actions and roles; select one supporting detail.

WEEK 3 — ADVENTURES AND STORY STRUCTURE
Focus: How do ordinary objects become exciting challenges?

Session	Reading focus	Learning objective	Granular knowledge to be taught

9. Adventure settings	Vocabulary; retrieval	To identify where an adventure takes place and describe it.	Locate setting clues; understand how a familiar room or object can be renamed imaginatively; use precise nouns.
10. Problems and solutions	Comprehension	To identify a problem and how characters respond.	A problem creates a challenge; find what happens before and after; explain a solution using because.
11. Cause and effect	Explanation	To explain why an event happens and what happens as a result.	Cause means why; effect means result; connect events using because and so; check the text.
12. Predict the next adventure	Prediction	To predict what Traction Man might do next using evidence.	Use earlier patterns and pictures as clues; make a plausible prediction; revisit and revise it.

WEEK 4 — LANGUAGE, ILLUSTRATIONS AND HUMOUR
Focus: How does Mini Grey tell two stories at once?

Session	Reading focus	Learning objective	Granular knowledge to be taught
13. Heroic vocabulary	Vocabulary	To explain words that make an adventure sound exciting.	Clarify unfamiliar words using pictures and context; notice dramatic verbs and descriptive phrases; compare meanings.
14. Reading the pictures	Visual inference	To explain what illustrations tell us beyond the words.	Notice expressions, objects and background details; connect pictures to words; explain one additional clue.
15. Speech and expression	Fluency; dialogue	To read speech aloud using suitable expression.	Identify speech; attend to punctuation; vary pace and tone to match a character or situation.
16. Finding the funny moments	Humour; author choices	To explain why an event or illustration is funny.	Humour may come from surprise or the contrast between pretend danger and everyday objects; point to evidence.

WEEK 5 — AUTHOR CHOICES AND DEEPER UNDERSTANDING
Focus: Why is Traction Man such a memorable character?

Session	Reading focus	Learning objective	Granular knowledge to be taught

17. Ordinary versus extraordinary	Comparison; inference	To compare the real-world object with its imagined adventure role.	Identify what an object really is; explain what it becomes in Traction Man's imagination; use both pictures and words.
18. Repeated adventure patterns	Story structure	To identify a repeated pattern in Traction Man's adventures.	Notice introductions, challenges and rescues; use repeated structure to support predictions.
19. A surprising present	Character response	To explain how Traction Man responds to changes in his adventures.	Revisit the story episode involving new clothes; infer feelings from reactions; avoid assuming a feeling without evidence.
20. Friendship and loyalty	Themes; evidence	To identify how friendship or loyalty is shown in the story.	A theme is an important idea; recognise helping and staying together; find two story examples where possible.

WEEK 6 — WHOLE-TEXT COMPREHENSION AND RESPONSE
Focus: What have we learned from Traction Man Is Here?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Retelling the story	Sequencing; summarising	To retell the story using the most important events.	Choose beginning, key adventures and ending; use story-map pictures; avoid including every small detail.
22. Retrieval challenge	Retrieval	To answer questions by finding information in the text and illustrations.	Locate key words and picture clues; distinguish who/what/where answers; check responses.
23. Inference challenge	Inference; evidence	To explain a character's feelings or actions using clues.	Use I think… because…; select evidence from words or illustrations; separate inference from fact.
24. Final reading response	Discussion; evaluation	To explain what I enjoyed about the story and why.	Give an opinion with a reason; refer to a character, illustration or adventure; listen and respond to others.

Cycle 6- Man on the Moon

WEEK 1 — ENTERING BOB'S WORLD
Focus: Who is Bob and what does he do?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Exploring title and cover	Prediction; vocabulary	To predict what the story might be about using the title and cover.	Recognise that titles and illustrations offer clues; identify Moon as a place in space; explain a prediction with "because"; distinguish what is seen from what is guessed.
2. Meeting Bob	Retrieval; characters	To identify Bob and retrieve information about his job.	Identify the main character; find explicit details in words and pictures; recognise that Bob works on the Moon; answer who and what questions.
3. A day in Bob's life	Sequencing	To put the events of Bob's day in order.	Notice a daily routine; sequence getting up, travelling, working and returning home using the book; use first, next, then and finally.
4. Earth and the Moon	Vocabulary; setting	To describe where the story takes place.	Understand setting as where and when; identify Earth, space and the Moon; use illustrations to distinguish real-world and imagined story details.

WEEK 2 — BOB'S ROUTINE AND THE SETTING
Focus: How does Bob look after the Moon?

Session	Reading focus	Learning objective	Granular knowledge to be taught
5. Travelling to work	Retrieval; sequencing	To explain how Bob travels to work.	Retrieve the journey details; recognise the difference between home and workplace; use precise story vocabulary and ordered sentences.
6. Bob's jobs	Retrieval; summarising	To describe the important jobs Bob does.	Locate and list duties shown in the story; select key information rather than

			every detail; explain what Bob does using verbs.
7. Space vocabulary	Vocabulary; phonics	To explain the meanings of words linked to space.	Clarify astronaut, rocket, crater and alien where encountered; use pictures and sentence context; decode unfamiliar words using taught grapheme–phoneme correspondences.
8. Describing the Moon	Illustrations; setting	To describe the Moon using evidence from illustrations.	Observe colour, landscape and objects; use nouns and adjectives; separate visible details from imaginative additions.

WEEK 3 — LOOKING CLOSELY AT ILLUSTRATIONS
Focus: What can the reader spot that Bob misses?

Session	Reading focus	Learning objective	Granular knowledge to be taught
9. Hidden clues	Visual inference	To find details in pictures that add to the story.	Look carefully across a double-page spread; identify background details; explain what the illustration shows that the words do not say.
10. Bob's point of view	Inference; discussion	To explain what Bob knows and what the reader knows.	Understand that a character may not notice everything; compare Bob's actions and words with visual evidence; use "Bob thinks… but I can see…".
11. What might happen?	Prediction	To make a prediction based on visual and written clues.	Use earlier events and repeated details as evidence; distinguish plausible predictions from random guesses; revisit and check predictions.
12. Reading with expression	Fluency; punctuation	To read or join in with familiar sentences using expression.	Track print from left to right; attend to full stops and question marks; reread short passages; maintain phrasing and meaning.

WEEK 4 — HUMOUR AND AUTHOR CHOICES

Focus: How do Simon Bartram's words and pictures make us smile?

Session	Reading focus	Learning objective	Granular knowledge to be taught
13. What is funny?	Humour; discussion	To identify a funny moment and explain why it is funny.	Notice the contrast between what Bob says and what pictures reveal; describe a specific example; understand that surprise can create humour.
14. Words and pictures together	Comprehension; visual literacy	To explain how pictures help us understand the text.	Match a sentence to an illustration; notice extra visual information; combine clues to answer questions.
15. Repeated routines	Pattern; sequencing	To recognise patterns in Bob's daily routine.	Identify repeated actions and phrases; explain what stays the same; predict the next routine step using the pattern.
16. Questions for Bob	Questioning; comprehension	To ask and answer questions about Bob and his work.	Form who, what, where and why questions; retrieve answers where explicit; say when an answer is an inference rather than a fact.

WEEK 5 — CHARACTER AND STORY MEANING

Focus: What makes Bob an unusual main character?

Session	Reading focus	Learning objective	Granular knowledge to be taught
17. What is Bob like?	Character inference	To describe Bob using clues from the story.	Distinguish a trait from an action; infer qualities such as careful or hardworking only when supported; give an example.
18. What does Bob notice?	Comparison; inference	To compare what Bob notices with what the reader notices.	Gather two examples from pictures and text; use same, different and whereas orally; explain why the contrast matters.
19. Real and imaginary	Fiction; background knowledge	To distinguish real facts about the Moon from imagined story events.	Understand the Moon is real; recognise that fictional stories can invent jobs, transport or characters; use reliable nonfiction facts supplied by the teacher.
20. Why this ending?	Story structure; response	To explain what happens at the end and why it is effective.	Identify the ending; relate it to earlier visual clues; explain an opinion using a specific event or illustration.

WEEK 6 — WHOLE-TEXT COMPREHENSION
Focus: What have we learned from Man on the Moon?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Retell the story	Sequencing; retelling	To retell Bob's day in the correct order.	Select beginning, middle and ending events; use a story map; speak in complete sentences with time connectives.
22. Retrieval challenge	Retrieval	To answer questions by finding information in the story.	Locate relevant pages; use text and pictures appropriately; answer who, where, what and when questions accurately.
23. Inference and prediction challenge	Inference; evidence	To explain an idea using clues from the story.	Use "I think… because…"; distinguish observation from inference; refer to a specific visual or written clue.
24. Final reading response	Discussion; evaluation	To explain my favourite part and show understanding of the whole story.	Express a preference with a reason; recall main character, setting and key events; listen to others and take turns.

Year 2

Component Knowledge Overview

In year 2, the focus for reading is on securing foundational reading skills through Read Write inc. However, children will engage in scaffolded reading sessions where they share a class text using the Novel Study approach throughout school. When children have completed the RWi scheme, they will begin with the Autumn Term 1 Novel study text alongside fluency sessions to further develop independent reading. Teachers will read these texts daily alongside other texts which form reading for pleasure at the end of the school day. Children will also engage in rich discussions with the texts used in the approach for writing (Pathways to Write).

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text structure- comparing and making links

Children become increasingly familiar with and retelling a wider range of stories, and answering and asking questions. Discuss the sequence of events in books and how items of information are related. To answer questions about characters, setting/s and key events. Answer 'find-it' questions about key information in a non-fiction text. Explain and discuss the key information from what is seen or read. To orally retell a wider range of stories using actions and visual cues from the story.	Children discuss and clarify the meaning of words, linking these new meanings to known vocabulary. Discuss their favourite words and phrases. To recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of new words, linking new meanings to known vocabulary. They discuss their favourite words and phrases from the text. Collect and apply new vocabulary in writing.	Children listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. Participate in discussions about books, poems and other works. To take turns and listen to what others say. Explain understanding of books, poems and other materials. Continue to build up a repertoire of poems with appropriate intonation. Re-read books to build up fluency and confidence, and with some attention to expression.	Children make inferences on the basis of what is being said and done. To then answer and ask questions, and predict what might happen on the basis of what has been read so far. Make predictions prior to reading based upon the title, cover and skim reading of illustrations. Make predictions based upon events in the text so far and using experience of reading books based on familiar texts. Begin to describe (in book talk) cause and effect. Draw upon personal experiences when commenting on a text. Make simple inferences about character's feelings.	Children are introduced to non-fiction books that are structured in different ways. They begin to identify and name a range of common organisers in non-fiction texts, e.g. contents, headings. To recognise and describe some typical features, similarities and differences between fiction and non-fiction texts. Describe the overall structure of a story, e.g. how the beginning introduces and the ending concludes the action.

Granular Knowledge

Year 2

Cycle 1- Meerkat Mail

Week 1 – Entering Sunny's world

Text focus: Opening pages: Kalahari, family and Sunny's decision

Session	Learning objective	Reading focus	Granular knowledge to teach
1	To explore the opening.	Retrieval and setting	• Identify Sunny, his family and the Kalahari • distinguish information stated in words from details shown in illustrations • locate evidence by pointing to the page.
2	To understand key vocabulary.	Vocabulary in context	• Explain desert, burrow, crowded and relatives using illustrations and surrounding words

			• sort words by meaning • rehearse each in an oral sentence.
3	To infer Sunny's feelings.	Inference	• Identify what Sunny says about being close to his family • interpret facial expressions and actions • explain a feeling using "I think… because…".
4	To predict Sunny's journey.	Prediction	• Identify Sunny's reason for leaving • distinguish a plausible prediction from a guess • justify a prediction with one story clue.

Week 2 – Reading postcards

Text focus: Sunny's departure and early visits

Session	**Learning objective**	**Reading focus**	**Granular knowledge to teach**
5	To recognise postcard features.	Text structure	• Identify recipient, greeting, message, sign-off and picture • explain how postcards communicate news • distinguish postcard text from the main narration.
6	To retrieve details from postcards.	Retrieval	• Locate who Sunny visits, the conditions and his opinions • scan for names and key words • record answers using the text rather than memory.
7	To read aloud with expression.	Fluency	• Track punctuation • pause at full stops and commas

			• read exclamations with appropriate intonation • reread short postcard passages smoothly.
8	To sequence the first visits.	Sequencing	• Use postcard order and visual clues to sequence early destinations • distinguish before/after • retell events using first, next and then.

Week 3 – Comparing different places

Text focus: Middle postcards: contrasting habitats and experiences

Session	**Learning objective**	**Reading focus**	**Granular knowledge to teach**
9	To clarify descriptive language.	Vocabulary	• Explain words describing weather, habitat and comfort • use pictures and nearby sentences to test meanings • compare simple synonyms.
10	To compare two destinations.	Retrieval and comparison	• Find one similarity and difference in the places Sunny visits • compare weather, food or company using evidence from two postcards.
11	To infer changing feelings.	Inference	• Notice how Sunny's comments change across postcards • connect words, actions and illustrations to emotions • support explanations with specific clues.
12	To ask and answer questions.	Questioning	• Form who, where, why and how questions • distinguish questions answered directly from those

			requiring inference • respond in complete oral sentences.

Week 4 – Reading pictures and hidden clues

Text focus: Illustrations, endpapers and the figure following Sunny

Session	Learning objective	Reading focus	Granular knowledge to teach
13	To read illustrations closely.	Visual inference	• Identify details not stated in the words • explain how image and text work together • refer to a precise picture clue.
14	To investigate the shadowy follower.	Prediction and inference	• Track the recurring figure across spreads • infer possible intentions from position and actions • revise a prediction as new evidence appears.
15	To explore humour and suspense.	Authorial choices	• Notice funny contrasts between Sunny's words and pictures • recognise suspense from a repeated hidden character • explain an intended reader response.
16	To summarise the journey so far.	Summarising and sequencing	• Select important events rather than every detail • order key visits • summarise Sunny's changing view in three or four sentences.

Week 5 – Coming home

Text focus: Final postcards, return and resolution

Session	Learning objective	Reading focus	Granular knowledge to teach
17	To predict the ending.	Prediction	• Use Sunny's increasingly unhappy comments and earlier family details to predict his next choice • give evidence and check against the ending.
18	To retrieve key events at the end.	Retrieval	• Identify why Sunny returns and how his family responds • find words or pictures that answer precise questions • check accuracy.
19	To explain Sunny's change.	Inference and character	• Compare Sunny's feelings at the beginning and end • connect experiences to changed opinions • use two pieces of evidence.
20	To explore the story's message.	Themes and discussion	• Explain belonging and appreciating home in child-friendly language • link message to Sunny's choices • listen and respond respectfully to alternative interpretations.

Week 6 – Deepening and assessing understanding

Text focus: Whole-text rereading and independent response

Session	Learning objective	Reading focus	Granular knowledge to teach
21	To retell the whole story.	Retelling	• Identify beginning, problem, journey, turning point and ending

			• retell in chronological order using relevant detail and sequence words.
22	To compare words and pictures.	Text and image comparison	• Choose a spread where pictures add meaning • explain what the words tell us and what the image adds • identify the stronger clue and why.
23	To explain a favourite part.	Personal response	• Select a favourite postcard, phrase or illustration • explain preference with a relevant detail • take turns and build on a partner's point.
24	To demonstrate reading understanding.	Independent assessment	• Read or listen to a selected passage • answer retrieval, vocabulary, inference and prediction/interpretation questions • check responses against the text and explain one answer orally.

Cycle 2- Little Hen and the Great War

WEEK 1 — ENTERING THE STORY

Focus: Who is Little Hen and what might happen in the story?

Session	**Learning objective**	**Reading focus**	**Granular knowledge to be taught**
1. Exploring the title and cover	To make a sensible prediction using	Prediction; vocabulary; discussion	Understand that a title gives clues; identify the meanings of hen and war; use illustrations as evidence; make and revise sensible predictions.

	clues from the title and cover.		
2. First reading: Who is Little Hen?	To retrieve information from the text to describe Little Hen.	Retrieval; character knowledge	Identify the main character; retrieve explicit facts; distinguish character from setting; locate information in the text.
3. Understanding the setting	To identify where and when the story takes place using clues.	Background knowledge; vocabulary	Understand setting as where/when; recognise the wartime/France setting; understand that historical settings contain unfamiliar vocabulary.
4. Vocabulary detectives	To explain unfamiliar words using clues from the text and pictures.	Vocabulary; context clues	Use sentence, picture and surrounding-word clues to work out unfamiliar vocabulary; check that a proposed meaning makes sense.
5. Sequencing the opening	To sequence key events from the opening of the story.	Sequence; comprehension	Understand that events occur in order; use time connectives; return to the text to check sequence; identify important events.

WEEK 2 — CHARACTERS AND SETTING

Focus: What can we learn about Arthur and the soldiers?

Session	Learning objective	Reading focus	Granular knowledge to be taught
6. Meeting Arthur	To retrieve facts about Arthur and explain who he is.	Retrieval; character discussion	Identify Arthur; retrieve facts about him; understand that he is a soldier; distinguish fact from inference.
7. How does Arthur feel?	To infer Arthur's feelings using clues from the story.	Inference; evidence	Infer feelings from actions, words and illustrations; explain an inference using evidence.
8. Understanding soldiers	To explain what the text and historical information tell us about soldiers' lives.	Retrieval; background knowledge	Learn about soldiers being away from home and living/working in difficult conditions; connect historical knowledge to the story.
9. Reading illustrations	To use illustrations and words to explain a character's feelings.	Inference; discussion	Use facial expressions, body position, setting and objects as visual evidence; combine picture and text information.
10. What do we know about Arthur?	To distinguish facts about Arthur from inferences supported by clues.	Retrieval; inference; evidence	Collect facts about Arthur; distinguish what the text tells us from what we infer; support inferences with evidence.

WEEK 3 — UNDERSTANDING THE GREAT WAR

Focus: What was life like during the Great War?

Session	Learning objective	Reading focus	Granular knowledge to be taught
11. What was the Great War?	To explain basic facts about the Great War and link them to the story.	Background knowledge; vocabulary	Know that World War One took place from 1914–1918; understand that many countries were involved; connect real history to the fictional story.
12. What was a trench?	To retrieve information from non-fiction to explain what a trench was.	Non-fiction retrieval; vocabulary	Understand what a trench was and why soldiers used them; use photographs/diagrams to support understanding.
13. Life for soldiers	To find and record facts about daily life for soldiers.	Retrieval from non-fiction	Retrieve information about food, clothing, sleeping, communication and conditions; distinguish retrieval from inference.
14. Fact or fiction?	To identify which details are historical facts and which belong to the story.	Comprehension; discussion	Distinguish historical facts from fictional story events; understand that the historical setting is real while characters/events may be invented.
15. Vocabulary recap	To explain and use key Great War vocabulary accurately.	Vocabulary; application	Secure meanings of key historical vocabulary; use new words accurately in oral explanations and sentences.

WEEK 4 — CHANGE, FEELINGS AND RELATIONSHIPS

Focus: How does Little Hen affect Arthur and the soldiers?

Session	Learning objective	Reading focus	Granular knowledge to be taught
16. What is Arthur's problem?	To explain Arthur's problem and infer how it makes him feel.	Inference; evidence	Identify the character's problem; infer how it affects his feelings; support answers with textual clues.
17. Little Hen arrives	To sequence Little Hen's arrival and predict what may happen next.	Retrieval; sequencing; prediction	Sequence what happens when Little Hen appears; explain how a new character changes events; make a supported prediction.
18. Why is Little Hen important?	To explain why Little Hen matters to Arthur using evidence.	Inference; evidence	Understand that a character can have a significant role; explore how kindness and companionship affect feelings.
19. How do the soldiers' feelings change?	To explain how and why the soldiers' feelings change.	Inference; cause and effect	Identify changes in feelings; connect events to emotions; explain change using because.

20. Before and after Little Hen	To compare life before and after Little Hen arrives.	Comparison; inference	Compare the characters' situation before and after Little Hen; understand that events can cause character change.

WEEK 5 — AUTHOR CHOICES AND THEMES

Focus: Why did the author choose Little Hen?

Session	Learning objective	Reading focus	Granular knowledge to be taught
21. Powerful vocabulary	To explain how a word choice helps the reader understand the story.	Vocabulary; authorial language	Recognise that authors choose words carefully; compare shades of meaning and word intensity.
22. Words and pictures	To explain how pictures add information to the written text.	Comprehension; inference	Combine written and visual information; explain what an illustration adds to meaning.
23. Recurring ideas	To identify an important idea in the story and give an example.	Themes; discussion	Recognise recurring ideas such as kindness, friendship, hope, courage, home and peace; find evidence for them.

24. Why a hen?	To suggest why the author chose a hen as an important character.	Inference; author choices	Understand that authors deliberately choose characters; explore the contrast between ordinary comfort and the seriousness of war.
25. What is the message?	To explain a possible message of the story using examples.	Explaining understanding	Identify a possible message; support interpretation with at least two pieces of evidence.

WEEK 6 — WHOLE-TEXT COMPREHENSION

Focus: What can we learn from Little Hen and the Great War?

Session	**Learning objective**	**Reading focus**	**Granular knowledge to be taught**
26. Retelling the story	To retell the story in order using its most important events.	Sequencing; summarising	Create a 6-part story map; select important events; understand that a summary does not include every detail.
27. Retrieval challenge	To answer questions by finding and checking	Retrieval	Retrieve information across the whole text; return to the text to check answers.

	information in the text.		
28. Inference challenge	To make inferences and explain them using story clues.	Inference; evidence	Infer feelings, motives and significance; structure responses using I think… because… The evidence is…
29. What have we learned?	To explain the main things learned about the story and its setting.	Summarising; explaining	Summarise learning about the story, the Great War and the characters; identify important events and explain why they matter.
30. Final reading response	To show understanding of the whole story through retrieval, inference and explanation.	Whole-text comprehension	Demonstrate Year 2 skills: retrieval, vocabulary, sequencing, inference, evidence, summarising and explaining understanding.

Cycle 3- Sheep School

WEEK 1 — ENTERING THE STORY

Focus: Who is in Sheep School and what might happen?

Session	**Reading focus**	**Learning objective**	**Granular knowledge to be taught**

1. Exploring the title and cover	Prediction; discussion	To predict what might happen using clues from the title and cover.	A title and cover give clues; identify what a school is and what sheep are; use visual evidence; predictions should be plausible and can change.
2. First encounter with the story	Listening; retrieval	To identify the main characters and retrieve key information from the opening.	Listen carefully; identify named characters; distinguish characters from setting; find explicitly stated facts.
3. Where and when?	Setting; vocabulary	To describe the setting using words and illustrations.	Setting means where and when; notice details of place; separate what is shown from what is imagined; use precise vocabulary.
4. Vocabulary detectives	Vocabulary; context	To work out the meanings of unfamiliar words using clues.	Use the sentence, illustrations and known words; try a meaning; reread to check it fits.
5. Ordering the opening	Sequencing	To put the opening events in the correct order.	Events have an order; select key moments; use first, next, then, finally; check against the text.

WEEK 2 — CHARACTERS AND RELATIONSHIPS

Focus: What do we learn about the characters?

Session	**Reading focus**	**Learning objective**	**Granular knowledge to be taught**
6. Character fact file	Retrieval	To retrieve facts about a chosen character.	Find names, actions and descriptions; record only what the text or pictures show; distinguish a fact from a guess.
7. How do they feel?	Inference	To infer a character's feelings from clues.	Facial expressions, speech and actions can show feelings; use 'I think… because…'; give a relevant clue.

8. What do they want?	Motivation; inference	To explain what a character might want and why.	Characters have goals; actions and words suggest motives; a motive is different from a feeling.
9. Characters together	Relationships; discussion	To describe how two characters behave towards one another.	Notice what characters say and do together; identify friendly, unkind or helpful behaviour where supported; cite an example.
10. Compare two characters	Comparison; evidence	To explain one similarity and one difference between two characters.	Choose a clear comparison point; use same/different; return to text or pictures for evidence.

WEEK 3 — EVENTS, PROBLEMS AND PREDICTIONS

Focus: How does the story develop?

Session	Reading focus	Learning objective	Granular knowledge to be taught
11. A new event	Retrieval; sequencing	To explain what happens next in the story.	Locate the relevant part; tell events in order; distinguish a key event from a minor detail.
12. Spotting a problem	Comprehension; inference	To identify a problem faced by a character.	A story problem is a difficulty or challenge; identify evidence; explain why it matters to the character.
13. Cause and effect	Explanation	To explain why an event happens and what it changes.	Cause is why; effect is what happens as a result; connect ideas with because and so.
14. What might happen next?	Prediction	To make and justify a prediction about the next event.	Use recent events and character behaviour as clues; explain a prediction; check it after reading.

15. Story so far	Retelling; summarising	To retell the important events so far in order.	Select the most important events; avoid unnecessary detail; use sequencing language and a story map.

WEEK 4 — LANGUAGE, PICTURES AND HUMOUR

Focus: How does Ross Montgomery make the story enjoyable?

Session	Reading focus	Learning objective	Granular knowledge to be taught
16. Interesting words	Vocabulary; author choices	To explain how a chosen word helps the reader imagine the story.	Authors choose words for effect; identify descriptive or expressive vocabulary; discuss how alternative words change meaning.
17. Words and illustrations	Visual literacy; inference	To explain how pictures add information to the words.	Illustrations can reveal setting, actions and feelings; combine text and image clues; identify details not stated directly.
18. Funny moments	Response; author choices	To identify a humorous moment and explain why it is funny.	Humour may come from surprise, contrast or unexpected behaviour; give a specific example from the book.
19. Speech and expression	Fluency; dialogue	To read dialogue aloud with appropriate expression.	Speech belongs to a speaker; punctuation helps shape voice; change tone for questions, excitement and feelings.
20. Revisit and clarify	Comprehension monitoring	To notice when meaning is unclear and use strategies to understand.	Stop when confused; reread; look at illustrations; discuss tricky words or events; check a revised understanding.

WEEK 5 — CHANGE AND THEMES

Focus: What changes, and what might the story teach us?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Feelings across the story	Inference; comparison	To describe how a character's feelings change.	Identify an earlier and later moment; name feelings precisely; connect change to events with because.
22. Actions and consequences	Cause and effect	To explain how a character's actions affect others.	Actions can help or hinder; trace a consequence; use evidence rather than assumptions.
23. Big ideas in the story	Themes; discussion	To identify an important idea explored in the story.	A theme is an idea repeated or developed; consider friendship, belonging, courage or teamwork only where supported; find examples.
24. Why this character?	Authorial choices	To suggest why the author chose particular characters or a school setting.	Authors make choices; consider what is unusual or effective about the characters and setting; give a reason linked to the story.
25. What is the message?	Interpretation; evidence	To suggest a message of the story and support it with examples.	A story can have more than one reasonable message; connect a message to two moments; listen to alternative views.

WEEK 6 — WHOLE-TEXT COMPREHENSION

Focus: What have we learned from Sheep School?

Session	Reading focus	Learning objective	Granular knowledge to be taught

26. Retell the whole story	Sequencing; summarising	To retell the story using six key events.	Identify beginning, build-up, problem, key events and ending as appropriate; select main events; order accurately.
27. Retrieval challenge	Retrieval	To answer questions by finding information across the text.	Identify key words in questions; search relevant pages; answer precisely; check answers in text or pictures.
28. Inference challenge	Inference; evidence	To explain a character's feelings or motives using evidence.	Separate what is stated from what is inferred; use 'I think… because…'; select a convincing clue.
29. Discuss the story	Discussion; evaluation	To explain an opinion about the story and listen to others.	Give a reasoned preference; refer to events or language; take turns; build on or respectfully disagree with others.
30. Final reading response	Whole-text comprehension	To demonstrate understanding through retrieval, vocabulary, sequencing and inference.	Apply taught strategies independently; explain unfamiliar vocabulary in context; sequence events; support inferences with clues.

Cycle 4 – Dread Cat

WEEK 1 — ENTERING THE STORY
Focus: Who is Dread Cat and what might happen?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Title and cover	Prediction; vocabulary	To predict what the story might be about using the title and cover.	Explain that titles and pictures offer clues; explore the meaning of dread; identify a cat as a possible central character; make predictions supported by visible evidence.
2. First reading	Listening; retrieval	To identify the main characters and retrieve facts from the opening.	Listen to a fluent reading; name the cat and other characters introduced; locate

			explicit details; distinguish a character from a setting.
3. Understanding the setting	Setting; comprehension	To describe where the opening events take place.	Setting means where and when; use illustration and text details; avoid adding unsupported information; explain how a setting affects events.
4. Word detectives	Vocabulary; context	To explain unfamiliar words using clues from the story.	Use surrounding words, illustrations and sentence meaning; test a synonym; reread to confirm understanding.
5. Opening events	Sequencing	To sequence the important events in the opening.	Identify the first key events; distinguish main events from minor details; use first, next, then and finally; check order in the text.

WEEK 2 — CHARACTERS AND FEELINGS
Focus: How do the characters respond to Dread Cat?

Session	Reading focus	Learning objective	Granular knowledge to be taught
6. What do we know about Dread Cat?	Retrieval; character	To retrieve information about Dread Cat from the words and pictures.	Locate descriptions, actions and speech; collect facts; distinguish what the story states from an opinion.
7. How do others feel?	Inference; evidence	To infer how other characters feel about Dread Cat.	Notice actions, facial expressions and words; infer a feeling; explain using a clue from the text or illustration.
8. What does Dread Cat do?	Character actions; retrieval	To explain how Dread Cat behaves towards other characters.	Identify specific actions in order; choose accurate verbs; explain the immediate effect on another character.
9. Two viewpoints	Comparison; discussion	To compare how two characters view the same situation.	Different characters can think differently; identify each viewpoint; use clues and comparative language.
10. Character evidence chart	Retrieval; inference	To distinguish facts about a character from inferences.	Separate stated facts from ideas inferred; match each inference to evidence; revise ideas when new clues appear.

WEEK 3 — PROBLEM AND STORY DEVELOPMENT
Focus: What is the problem and how might it be solved?

Session	Reading focus	Learning objective	Granular knowledge to be taught
11. Finding the problem	Comprehension; inference	To identify the main problem in the story.	A story problem is a difficulty characters face; locate the relevant event; explain why it matters.
12. Cause and effect	Explanation; sequencing	To explain why events happen and what happens as a result.	Identify a cause and its effect; link events using because, so and therefore; check the chain against the story.
13. What might happen next?	Prediction; evidence	To make a prediction based on what has happened so far.	Use character actions and events as clues; give a reason; compare predictions with later events.
14. Characters respond	Retrieval; inference	To describe how the characters respond to the problem.	Retrieve actions and dialogue; explain possible reasons; distinguish a plan from an outcome.
15. Story map so far	Sequencing; retelling	To retell the main events in the correct order.	Select five key events; use a timeline or picture map; retell clearly without adding events.

WEEK 4 — LANGUAGE AND ILLUSTRATIONS
Focus: How does Michael Rosen build tension and humour?

Session	Reading focus	Learning objective	Granular knowledge to be taught
16. Words that create feelings	Vocabulary; author choice	To explain how a chosen word affects the reader.	Explore strong verbs and descriptive words from selected passages; discuss shades of meaning; compare alternative words.
17. Suspense and anticipation	Inference; author choice	To identify how the story makes a reader wonder what will happen.	Notice withheld information, dangerous situations and character reactions; explain how these make a reader curious or worried.

18. Reading the pictures	Visual inference	To use illustrations alongside words to understand an event.	Examine expressions, movement and background details; combine visual and written clues; cite a specific detail.
19. Reading aloud with expression	Fluency; punctuation	To read a short extract with expression appropriate to its meaning.	Attend to full stops, commas, question marks and exclamation marks; adjust pace and voice; reread for fluency.
20. Interesting language	Vocabulary; discussion	To explain why a favourite phrase is effective.	Select a phrase from the text; clarify literal meaning; discuss its effect; justify a preference with a reason.

WEEK 5 — RESOLUTION AND WHOLE-TEXT COMPREHENSION
Focus: How does the story end, and what have we learned?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Turning point	Sequencing; comprehension	To identify an event that changes the direction of the story.	A turning point alters what happens next; locate it; compare the situation before and after.
22. Feelings change	Inference; comparison	To explain how a character's feelings change across the story.	Find early and later clues; choose precise feeling words; connect the change to an event.
23. Themes and message	Themes; discussion; evidence	To explain an important idea in the story using examples.	Identify an idea developed through events; distinguish an opinion from an evidence-based interpretation; explain a possible message with examples.
24. Retelling the whole story	Whole-text comprehension	To demonstrate understanding through vocabulary, retrieval, sequencing and inference.	Apply strategies independently; explain vocabulary in context; retrieve precise facts; order events; support a simple inference with evidence.
25. Final reading response	Interpretation; evidence	To suggest a message and support it with story evidence.	A story can allow more than one interpretation; give two examples; listen respectfully to alternative explanations.

Cycle 5 – The Owl Who Was Afraid of the Dark

WEEK 1 — MEETING PLOP AND HIS FEAR
Focus: Who is Plop, and why is he afraid of the dark?

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Predicting from the title	Prediction; discussion	To predict what the story might be about using the title and cover.	Explain what an owl is; connect the title to a possible problem; use cover details as clues; make a prediction that can be checked.
2. Meet Plop	Retrieval; character	To retrieve key facts about Plop from the opening chapter.	Identify Plop as the central character; locate explicit details about his appearance, home and family; distinguish fact from guess.
3. Where does Plop live?	Setting; vocabulary	To describe the opening setting using details from the text.	Setting describes where and when; find clues about the tree, nest and night-time environment; visualise from descriptive language.
4. Why is Plop frightened?	Inference; evidence	To infer how Plop feels and explain why using clues.	Feelings may be stated or implied; notice speech, actions and thoughts; answer with “I think… because…”.
5. Opening events in order	Sequencing; fluency	To retell the opening events in the correct order.	Select key events; use first, next, after that and finally; reread to check accuracy; practise reading a short passage smoothly.

WEEK 2 — DARK CAN BE EXCITING AND KIND
Focus: How do different people help Plop think differently?

Session	Reading focus	Learning objective	Granular knowledge to be taught
6. Meeting a new person	Retrieval	To identify who Plop meets and what they tell him.	Track a chapter encounter; find the speaker; distinguish the visitor’s opinion from Plop’s own view.
7. Dark is exciting	Vocabulary; explanation	To explain what “exciting” means in the context of the story.	Use context to explain an adjective; connect examples from the chapter to

			the word; discuss why one person enjoys darkness.
8. Plop's reaction	Inference	To infer whether Plop's feelings are beginning to change.	Look for reactions in dialogue and actions; compare fear with curiosity; support a tentative inference.
9. Dark is kind	Comprehension; discussion	To explain why a character describes the dark as kind.	Understand that an opinion can be supported by examples; locate the character's reasons; distinguish kindness from excitement.
10. Comparing viewpoints	Comparison; evidence	To compare two characters' views about the dark.	Identify who says what; organise same/different points; quote or paraphrase a relevant example; respect differing views.

WEEK 3 — DARK CAN BE FUN AND NECESSARY
Focus: Why might darkness be useful or enjoyable?

Session	Reading focus	Learning objective	Granular knowledge to be taught
11. Recapping chapter encounters	Retrieval; sequencing	To recall Plop's encounters in the correct order.	Identify a chapter as part of a longer narrative; use chapter openings and endings; retrieve important encounters.
12. Dark is fun	Vocabulary; inference	To explain how a character shows that darkness can be fun.	Recognise fun as an opinion; retrieve examples of enjoyable night-time activities; infer the speaker's enthusiasm.
13. Dark is necessary	Vocabulary; explanation	To explain what necessary means and why darkness can be needed.	Necessary means needed; distinguish needed from wanted; connect examples to the character's explanation; use because.
14. Asking questions	Questioning; comprehension	To ask and answer questions that deepen understanding.	Use who, what, why and how; find direct answers where possible; explain when an answer needs inference.
15. What has Plop learned?	Summarising; evidence	To summarise three different ideas Plop has heard about darkness.	Select one important idea from each encounter; avoid minor details; explain

			using accurate vocabulary and examples.

WEEK 4 — DARK CAN BE FASCINATING AND WONDERFUL
Focus: How does the author help us imagine the night?

Session	Reading focus	Learning objective	Granular knowledge to be taught
16. Dark is fascinating	Vocabulary; discussion	To explain the meaning of fascinating using a chapter example.	Fascinating means very interesting; identify details that spark curiosity; clarify unfamiliar vocabulary in context.
17. Night-time descriptions	Language; visualisation	To describe a picture formed in the mind by the author's words.	Notice descriptive words and sensory details; distinguish what the text says from imagined additions; explain word choices.
18. Dark is wonderful	Inference; viewpoint	To explain why a character thinks the dark is wonderful.	Wonderful expresses strong approval; retrieve the character's reasons; recognise different perspectives.
19. Reading dialogue aloud	Fluency; expression	To read a short dialogue with expression that matches the meaning.	Identify speech and speaker; notice punctuation; adjust pace, volume and intonation; reread for smoothness.
20. Plop across the chapters	Comparison; inference	To compare Plop's feelings at two points in the story.	Choose early and later evidence; name feelings accurately; explain whether his attitude is changing and why.

WEEK 5 — DARK CAN BE BEAUTIFUL
Focus: What is Plop learning about being brave?

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Dark is beautiful	Vocabulary; imagery	To explain how the story presents darkness as beautiful.	Beautiful is a judgement; identify images or descriptions that support it; discuss why characters may disagree.
22. Different opinions of darkness	Comparison; discussion	To compare the different descriptions of darkness across the chapters.	Revisit exciting, kind, fun, necessary, fascinating, wonderful and beautiful; link each to an encounter or example.

23. Courage and fear	Inference; themes	To explain how Plop responds to something he fears.	Courage can involve acting despite fear; locate actions that show growing confidence; avoid assuming fear disappears at once.
24. Cause and effect	Explanation; character change	To explain how Plop's experiences influence his thinking.	An encounter is a cause and a changed view can be an effect; use because, so and as a result; select evidence.
25. A possible message	Theme; evidence	To suggest a message about fear or trying new things.	A theme is an important idea; link an interpretation to two story moments; accept different supported interpretations.

WEEK 6 — WHOLE-TEXT UNDERSTANDING
Focus: How has Plop changed, and what can we learn from the story?

Session	Reading focus	Learning objective	Granular knowledge to be taught
26. Whole-story map	Sequencing; summarising	To retell the story using six important moments.	Choose opening, encounters, development and ending; organise chronologically; summarise without every small detail.
27. Retrieval challenge	Retrieval	To find and check information from different chapters.	Use chapter knowledge to locate answers; scan for names and key words; reread; distinguish stated information from inference.
28. Vocabulary challenge	Vocabulary; context	To explain important words and use them accurately.	Revisit adjectives for darkness and other selected words; use sentence clues; test meanings in a new sentence.
29. Inference challenge	Inference; evidence	To explain Plop's feelings and changing viewpoint with evidence.	Use actions, dialogue and events; structure "I think… because…"; choose the strongest clue.
30. Final reading response	Whole-text comprehension	To explain how Plop changes and give a supported opinion about the story.	Combine retrieval, sequencing, vocabulary and inference; use two relevant examples; listen and respond to others' ideas.

Cycle 6- Fantastic Mr Fox

WEEK 1 — MEETING MR FOX AND THE FARMERS
Focus: Chapters 1–3: characters, setting and the opening problem

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Explore the title and cover	Prediction; discussion	To predict what the story might be about using clues.	Titles and illustrations provide clues; explain predictions with evidence; revisit them after reading.
2. Meet the three farmers	Retrieval; vocabulary	To retrieve details about Boggis, Bunce and Bean.	Identify the three farmers; locate descriptive details; use adjectives accurately; distinguish explicit facts from opinions.
3. Compare the farmers	Comparison; inference	To compare the farmers using evidence.	Compare appearance, habits and actions; use both and whereas; support comparisons with words from the text.
4. Meet Mr Fox	Character retrieval	To identify what the text tells us about Mr Fox and his family.	Identify the main character and family; retrieve their circumstances; distinguish character and setting.
5. The farmers' plan	Sequencing; prediction	To explain the farmers' plan and predict its consequences.	Sequence the opening problem; explain motives using clues; make a plausible prediction.

WEEK 2 — DANGER AT THE FOXES' HOME
Focus: Chapters 4–7: danger, feelings and cause and effect

Session	Reading focus	Learning objective	Granular knowledge to be taught
6. The shooting	Retrieval; sequencing	To recount the key events of the farmers' attack.	Identify the event that changes the story; order actions; return to the chapter to verify details.
7. How does Mr Fox feel?	Inference; evidence	To infer feelings from actions and dialogue.	Use what a character says and does; separate feelings from facts; explain with because.

8. Digging for safety	Cause and effect	To explain how the foxes respond to danger.	Identify problem and response; explain causes and consequences; use so and therefore orally.
9. Powerful language	Vocabulary; author choices	To explain how word choices create tension.	Identify vivid verbs and adjectives; explain shades of meaning; discuss how language makes a scene exciting.
10. Read with suspense	Fluency; expression	To read an exciting passage with appropriate pace and expression.	Use punctuation and sentence length as cues; reread to improve phrasing; consider audience.

WEEK 3 — THE FARMERS WAIT
Focus: Chapters 8–11: plans, problems and character decisions

Session	Reading focus	Learning objective	Granular knowledge to be taught
11. What happens next?	Retrieval; sequencing	To sequence the events as the farmers continue their plan.	Track where characters are; select important events; check order using chapter clues.
12. Different points of view	Inference; discussion	To explain how the farmers and foxes view the same situation differently.	Characters may want different outcomes; infer viewpoints from behaviour; give supporting examples.
13. Mr Fox's idea	Prediction; evidence	To predict whether Mr Fox's plan might work.	Base predictions on earlier events and character knowledge; justify; revise after reading.
14. Tricky words in context	Vocabulary	To work out unfamiliar vocabulary from context.	Read before and after a word; use known word parts; test a possible meaning in the sentence.
15. Problem and solution map	Comprehension; summarising	To identify problems and possible solutions so far.	Distinguish major problems from details; match each problem to a response; summarise concisely.

WEEK 4 — THE UNDERGROUND ADVENTURE
Focus: Chapters 12–14: teamwork and discoveries

Session	Reading focus	Learning objective	Granular knowledge to be taught

16. The journey underground	Sequencing; retrieval	To describe the route and important discoveries.	Follow location changes; sequence the journey; use a simple map or timeline.
17. Finding food	Retrieval; inference	To explain what the foxes discover and why it matters.	Locate explicit discoveries; link food to the family's needs; distinguish a fact from an inference.
18. Meeting Badger	Character; dialogue	To retrieve information about Badger and his response.	Identify dialogue speakers; retrieve what Badger says; explain his concerns using evidence.
19. Is Mr Fox right?	Discussion; viewpoints	To give a reasoned opinion about Mr Fox's choices.	Different readers can disagree; identify relevant evidence; listen and respond respectfully.
20. How does humour work?	Authorial choices	To identify a humorous moment and explain its effect.	Notice exaggeration, surprise and contrasts; refer to an example; explain reader response.

WEEK 5 — THE FEAST AND THE ENDING
Focus: Chapters 15–18: resolution, relationships and themes

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. Preparing the feast	Retrieval; sequencing	To explain how the animals prepare for the feast.	Identify participants and events; order preparations; select relevant details.
22. A community of animals	Inference; relationships	To explain how the animals help one another.	Identify acts of cooperation; infer feelings; explain how relationships develop.
23. The farmers at the end	Comparison; inference	To compare the farmers' situation at the beginning and end.	Find evidence from both parts; identify what has changed and what has stayed the same.
24. Themes in the story	Themes; discussion	To identify an important idea and support it with examples.	Discuss family, cleverness, cooperation and fairness where evidenced; connect two events to an idea.
25. How does it end?	Summarising; evaluation	To explain the resolution and give an opinion about it.	A resolution addresses the main problem; summarise the ending; justify a personal response.

WEEK 6 — WHOLE-TEXT COMPREHENSION
Focus: Revisit the whole novel: independently applying Year 2 reading skills

Session	Reading focus	Learning objective	Granular knowledge to be taught
26. Six-part story map	Sequencing; summarising	To retell the main events in the correct order.	Select six significant moments; distinguish major events from minor details; use time connectives.
27. Retrieval challenge	Retrieval	To find and check answers to questions across the novel.	Identify key words in a question; return to relevant chapters; answer precisely.
28. Inference challenge	Inference; evidence	To explain a character's feelings or motives using evidence.	Use actions, dialogue and context; respond with I think… because…; choose convincing evidence.
29. Vocabulary and fluency review	Vocabulary; fluent reading	To explain selected vocabulary and read a passage expressively.	Use context to explain words; notice punctuation; practise accurate, phrased reading.
30. Final reading response	Whole-text comprehension	To demonstrate understanding of characters, events and themes.	Combine retrieval, sequencing, prediction, inference and explanation; give reasons for an opinion.

Year 3

Component Knowledge Overview
In year 3, all children should be fluent readers. Children who have not yet completed the Read, Write, Inc scheme will remain on this before moving on to the whole class Novel Study reader. These children will also receive additional fluency support to develop their skills as independent readers. Reading is taught as a class, where the teacher can model practice and read fluently.

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text structure- comparing and making links

To increase their familiarity with a wide range of books and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. To retrieve and record information from non-fiction. Find and select the word/s in a section of a text to answer find it questions. Generate find it questions for a sections of fiction and non-fiction texts (which are relevant)	Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Discuss words and phrases that capture the reader's interest and imagination To identify how language contributes towards meaning and checking the book makes sense to them. Identify patterns in language, e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings Begin to recognise key vocabulary and language features from different genres and apply to writing	Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Prepare poems and play scripts to read aloud and to preform, showing understanding through intonation, tone volume and action Participate in discussion about books that are both read to them and those they can read for themselves Ask questions to improve their understanding of a text To discuss specific events, characters or sections of a text	Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence Make predictions prior to reading based upon the title, cover and skimming of illustrations Make predictions based upon events and actions of characters so far To make predictions by drawing upon knowledge from other texts and the background	Children recognise and name some different forms of poetry To be able to retrieve and record information from non-fiction Identify how structure and presentation contribute to meaning Read books that are structured in different ways and reading for a range of purposes Compare and contrast features of stories read, e.g. characters, settings and themes

Granular Knowledge

Year 3

Cycle 1- Flat Stanley

Week 1 — Establishing story, character and literal understanding

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
1. Cover, title and opening of Ch. 1	Prediction and book orientation	Identify title, author, illustrator, blurb and chapter headings; distinguish a prediction from a guess; use two cover/blurb clues to justify a prediction; introduce Stanley and his family.	I can make a justified prediction using clues from a book.
2. Ch. 1: the bulletin board falls	Retrieval and sequencing	Locate who, where, when and what; scan for names and actions; order the board falling, discovery and family response; answer in complete sentences with precise details.	I can retrieve details and sequence the opening events.

3. Ch. 1: family reactions	Vocabulary in context	Explore enormous, cheerful, flat and expressions of surprise; use nearby words to infer meanings; check one unfamiliar word in a dictionary; explain how dialogue reveals reactions.	I can work out vocabulary meaning from context.
4. Ch. 1: visit to the doctor	Fluency and inference	Read dialogue with appropriate pauses and expression; distinguish what the doctor says from what he implies; identify evidence that Stanley is unharmed; infer how Stanley and his parents might feel.	I can read expressively and infer feelings using evidence.

Week 2 — Exploring advantages and disadvantages

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
5. Ch. 2: unusual advantages	Retrieval and classification	Retrieve examples of how Stanley uses being flat; sort advantages and disadvantages; identify which details explicitly show usefulness; quote or paraphrase accurately.	I can select relevant evidence to explain advantages.
6. Ch. 2: everyday problems	Cause and effect	Track what happens because Stanley is flat; use because/therefore to connect event and consequence; distinguish the cause from the character's reaction; build a cause–effect chain.	I can explain how one event causes another.
7. Ch. 2: Stanley's journey by post	Prediction and justification	Identify the reason Stanley can be posted; consider what might happen on a journey; use prior events and character traits to justify predictions; compare predictions with the next passage.	I can predict and check using textual clues.
8. Ch. 2: revisiting key passages	Summarising and vocabulary	Choose four essential events; omit minor details; orally retell with time connectives; revisit vocabulary such as fragile and altered where present in the class edition; practise smooth rereading.	I can summarise a chapter clearly and concisely.

Assessment opportunity: Cause-and-effect explanation and short chapter summary.

Week 3 — Character motives and changing relationships

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
9. Ch. 3: preparing to fly	Character inference	Retrieve how Stanley becomes a kite; identify Arthur's role; infer motivations from actions; use an evidence–inference explanation rather than unsupported emotion labels.	I can infer motives from characters' actions.
10. Ch. 3: kite adventure	Fluency, tension and punctuation	Use punctuation to control pace; identify moments of excitement or danger; reread with varied tone; explain how a reader's feelings change as events unfold.	I can use expression to convey action and tension.
11. Ch. 3: Arthur and Stanley	Comparison of viewpoints	Find evidence of each brother's behaviour; distinguish fact from opinion; compare how the brothers may view being flat; support similarities and differences with events.	I can compare two characters using evidence.
12. Ch. 1–3 review	Themes and connections	Revisit key incidents; identify emerging ideas about difference, family and problem-solving; group events under themes; explain why one example belongs to a theme.	I can identify a theme and support it with examples.

Week 4 — Developing evidence-based explanations

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
13. Ch. 4: museum problem	Retrieval and questioning	Identify the museum's problem and relevant people; formulate literal and inferential questions; locate answers or state when an answer is not yet known; clarify key crime-related vocabulary.	I can ask and answer different types of questions.

14. Ch. 4: planning to catch thieves	Prediction and cause/effect	Identify Stanley's possible contribution; explain how flatness makes a plan possible; predict obstacles with evidence; distinguish a plausible prediction from an invented event.	I can predict problems and explain causes.
15. Ch. 4: the plan unfolds	Inference from actions	Track actions in order; infer bravery, worry or determination only when supported; identify a specific action or dialogue detail for each inference; consider alternative interpretations.	I can justify character inferences with precise evidence.
16. Ch. 4: resolution	Summarising and author choices	Summarise problem, plan, action and outcome; discuss why the unusual solution is humorous; compare the author's handling of danger and comedy; practise concise oral explanation.	I can summarise a problem and explain the humour.

Week 5 — Evaluating change and resolution

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
17. Ch. 5: Arthur's idea	Retrieval and reasoning	Identify Arthur's suggestion and its purpose; trace what prompted it; connect the idea to earlier tensions; explain why it might work using details in the story.	I can explain a character's idea using story evidence.
18. Ch. 5: Stanley's response	Feelings and changing perspective	Identify Stanley's feelings about being flat now versus earlier; locate contrasting evidence; explain how experiences affect attitude; use initially/later/whereas accurately.	I can explain how a character changes.
19. Ch. 5: story resolution	Structure and sequence	Identify opening problem, complications, climax and resolution; order significant events across all chapters; explain how the ending resolves the initial difficulty.	I can explain the structure of a complete story.

20. Whole-book character study	Comparison and theme	Compare Stanley and Arthur at beginning and end; select two pieces of evidence for each; explore belonging, kindness and difference; distinguish theme from a single event.	I can compare character development across a story.

Week 6 — Independent synthesis and assessment

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
21. Whole-book reread: key extracts	Fluency and vocabulary consolidation	Reread selected dialogue and narrative passages; practise decoding multisyllabic words with root/prefix/suffix knowledge; self-correct and adjust expression; explain 3 words in context.	I can read accurately and explain unfamiliar vocabulary.
22. Whole-book retrieval challenge	Independent retrieval and summary	Answer mixed who/what/where/why questions; locate evidence efficiently; produce a five-event summary; separate essential details from interesting extras.	I can independently retrieve and summarise information.
23. Whole-book inference challenge	Extended evidence-based explanation	Respond to how Stanley feels about being different; choose evidence from two chapters; explain how each example supports the inference; compare an alternative view.	I can justify an inference with evidence from the whole text.
24. End-of-unit discussion and review	Evaluation and reading response	Discuss whether Stanley's experiences are mainly helpful or difficult; build a reasoned view with two events; listen and respond to peers; reflect on prediction accuracy and reading targets.	I can evaluate a story and justify my opinion.

Cycle 2- Hodgeheg

WEEK 1 – Entering Max's World

Session	Reading focus	Granular knowledge to teach	Learning objective
Session 1 – Meeting Max and the Hedgehog Family	To identify key information about the setting and characters.	• Identify the text as fiction and recognise the genre as an animal story. • Understand that characters, setting and events work together to create a story. • Retrieve explicit information about Max, his family, the house and the Park. • Distinguish between information stated directly and ideas based on clues. • Use evidence from the opening to describe Max.	To retrieve key details about Max, his family and the setting using evidence from the opening.
Session 2 – Sequencing the Story	To sequence events accurately and explain how events are connected.	• A narrative has a sequence of events. • Events can be ordered using first, next, then, after that and finally. • Some events cause later events to happen. • Identify the problem introduced early in the story. • Use evidence to explain why one event follows another.	To order the opening events and explain how they introduce the story's problem.
Session 3 – Vocabulary Detectives	To work out the meaning of unfamiliar words using context.	• Context means the words and information around an unfamiliar word. • Use clues from the sentence, surrounding paragraph and situation. • Explore vocabulary from the text such as dwelt, trotted, boar and sow. • Check a predicted meaning using a dictionary. • Link new vocabulary to words pupils already know.	To use surrounding words and a dictionary to explain unfamiliar vocabulary.
Session 4 – What is Max Like?	To infer a character's personality from what he says and does.	• Character traits describe personality. • Inference combines evidence with what the reader already knows. • Identify evidence showing Max is curious, determined, brave or adventurous. • Distinguish a trait from an action. • Use: I think Max is ___ because ___.	To infer Max's personality from his actions and support an idea with evidence.

WEEK 2 – Understanding Max

Session	Reading focus	Granular knowledge to teach	Learning objective
Session 5 – Character Evidence	To support ideas about a character with evidence.	• A character can be described using actions, speech, thoughts and how other characters respond. • Different pieces of evidence can support the same character trait.	To select the strongest textual evidence to justify a description of Max.

		• Choose the strongest evidence rather than retelling the whole story. • Build an evidence grid for Max.	
Session 6 – Words with More Than One Meaning	To understand how words can have more than one meaning.	• Some words have multiple meanings. • Meaning depends on context. • Explore the author's use of words such as sharp. • A word can describe a physical feature and a personality or ability. • Explain which meaning is intended in context.	To explain the intended meaning of a word with multiple meanings using context.
Session 7 – Similes and Imagery	To identify and explain a simile used by the author.	• A simile compares one thing with another using like or as. • Authors use comparisons to help readers picture or understand something. • Identify the simile used to describe Max. • Explain what the comparison suggests about Max. • Create simple similes that communicate a clear image.	To identify a simile and explain what it suggests about Max.
Session 8 – Asking Better Questions	To ask and answer questions that deepen understanding.	• Different questions require different kinds of thinking. • Retrieval questions ask what the text tells us. • Inference questions ask readers to work something out. • Vocabulary questions ask about word meaning. • Create questions about Max and answer them using evidence.	To create and answer retrieval, inference and vocabulary questions using the text.

WEEK 3 – The Road Problem

Session	Reading focus	Granular knowledge to teach	Learning objective
Session 9 – Why is the Road Dangerous?	To infer why the road is a problem for the hedgehogs.	• Identify stated facts about the road. • Combine clues to infer why crossing is dangerous. • Distinguish between a fact in the story and an inference. • Use evidence to explain the hedgehogs' concerns. • Connect events to sensible background knowledge without replacing textual evidence.	To infer why crossing the road is dangerous and justify the inference with clues.
Session 10 – Cause and Effect	To explain how one event causes another.	• Cause is why something happens; effect is what happens as a result. • Narratives often use cause and effect to develop plot. • Trace the chain from the road problem to Max's decision to act. • Use because, so, therefore and as a result accurately.	To explain the causes and consequences of Max's decision to act.

Session 11 – Predicting Max's Next Move	To make and justify predictions using evidence.	• A prediction should be based on what has already happened. • Use character knowledge to predict likely actions. • Strong predictions include a reason. • Predictions can change as new evidence appears. • Compare different possible predictions and evaluate which is best supported.	To predict Max's next action using knowledge of his character and the plot.
Session 12 – Checking Predictions	To review a prediction against what actually happens.	• Readers should monitor their understanding. • Evidence can confirm, change or disprove a prediction. • Explain why a prediction was accurate or inaccurate. • Identify the clue that was most useful. • Use precise evidence rather than saying only 'I was right'.	To check and revise a prediction using evidence from later events.

WEEK 4 – The Hodgeheg

Session	Reading focus	Granular knowledge to teach	Learning objective
Session 13 – The Turning Point	To identify an important turning point in the story.	• A turning point is an event that changes what happens next. • Identify the accident and its consequences. • Recognise how the plot changes after Max's injury. • Sequence events before and after the turning point. • Explain why the event is important to the story.	To identify the story's turning point and explain its consequences.
Session 14 – Understanding 'Hodgeheg'	To explain how the author creates humour through language.	• Authors can play with words to create humour. • A portmanteau-like invented word can combine parts of existing words. • Understand how Max's speech changes after the accident. • Recognise that the unusual language helps show what has happened. • Explain why readers may find the situation funny.	To explain how the invented word 'Hodgeheg' creates humour and reveals Max's changed speech.
Session 15 – Main Idea and Summary	To identify the main idea of a section and summarise it.	• The main idea is the most important point. • Supporting details add explanation or examples. • A summary includes key events and removes minor details. • Use concise language rather than copying the text. • Summarise a section in 3–5 key points.	To identify a main idea and summarise a section in a few key points.
Session 16 – Retelling with Evidence	To retell an important part of the story accurately and selectively.	• A retelling should preserve the correct sequence. • Include events that matter to the plot. • Use time connectives to make sequence clear.	To retell significant events in order and explain why they matter.

		• Include character motivation where relevant. • Support interpretation of the event with evidence.	

WEEK 5 – How the Author Tells the Story

Session	Reading focus	Granular knowledge to teach	Learning objective
Session 17 – Setting and Atmosphere	To explain how the author creates a picture of the setting.	• Setting includes place, time and surroundings. • Authors select details to help readers visualise a setting. • Identify descriptive vocabulary for the Park and road. • Explain how selected details affect the reader's picture. • Distinguish setting description from plot events.	To explain how descriptive details help the reader picture the Park and road.
Session 18 – Authorial Word Choice	To explain why an author has chosen particular words or phrases.	• Authors choose words deliberately. • Interesting vocabulary can make writing vivid, humorous or precise. • Identify effective words and phrases. • Explain what a word suggests rather than simply defining it. • Consider how a simpler word might change the effect.	To explain the effect of the author's vocabulary choices on the reader.
Session 19 – Theme: Determination and Bravery	To identify a theme and support it with evidence.	• A theme is an important idea explored across a story. • A theme is not the same as the plot. • Identify evidence of determination, bravery and problem-solving. • Themes can be supported by several events. • Explain how Max's actions develop the theme.	To identify how bravery and determination are developed through Max's actions.
Session 20 – Comparing Characters	To compare how different characters respond to the problem.	• A comparison identifies similarities and differences. • Use evidence about actions, attitudes and responses. • Compare Max with another character or group of hedgehogs. • Use whereas, both, similarly and however. • Explain how differences help develop the story.	To compare Max's response to the problem with another character's using evidence.

WEEK 6 – Evaluating and Applying Reading Skills

Session	Reading focus	Granular knowledge to teach	Learning objective

Session 21 – Was Max Right to Take the Risk?	To evaluate a character's decision and justify a viewpoint.	• Evaluation means making a judgement. • A viewpoint should be supported by evidence. • There can be more than one reasonable interpretation. • Separate personal opinion from what the text shows. • Construct a balanced response using evidence from the story.	To evaluate Max's decision to take a risk using a balanced, evidence-based argument.
Session 22 – What Does the Story Teach Us?	To identify and explain a message or lesson in a story.	• Stories can communicate messages without stating them directly. • A message should be inferred from events and character choices. • Consider themes such as bravery, determination, problem-solving and safety. • Support the proposed message with more than one piece of evidence.	To explain a possible message of the story using evidence from different events.
Session 23 – Whole-Text Synthesis	To combine information from across the story to answer a complex question.	• Complex questions require evidence from different points in the text. • Select relevant information rather than retelling everything. • Combine character, plot and language evidence. • Organise an answer logically. • Use evidence to support each major point.	To combine evidence from across the text to answer a whole-story question.
Session 24 – Independent Reading Assessment	To independently apply Year 3 reading skills to an unseen section of the text.	• Vocabulary: work out a word meaning from context. • Retrieval: locate explicit information. • Inference: explain what a character is thinking or feeling using evidence. • Prediction: predict what may happen next and justify it. • Sequence/main idea: identify key events or main idea. • Authorial choice: explain the effect of a word or phrase. • Evaluation: give and justify a view about a character or event.	To independently demonstrate retrieval, vocabulary, inference, prediction and evaluation skills.

Week 1 – Entering Roman Britain and meeting Bran

Session	Reading focus	Granular knowledge to be taught	Learning objective
1	Introducing The Captive Celt	Know that title, cover, illustrations and blurb give readers clues. Understand captive and Celt. Establish essential context: Romans controlled much of Britain, some Britons resisted Roman rule, and the story is set in AD 51. Distinguish historical fiction from an information text. Make predictions using 'I predict... because...'	To use clues from the book and historical context to make a justified prediction.

2	Meeting Bran	Retrieve explicitly stated information about Bran. Know retrieval as locating information the author tells us directly. Distinguish what we know from what we think. Understand slave, prisoner, homeland and freedom. Summarise Bran in two or three key facts.	To retrieve and summarise key facts about Bran from the text.
3	What is Bran like?	Understand that authors reveal characters through actions, speech and description. Infer simple traits from Bran's behaviour. Explore proud, defiant, determined and rebellious. Use 'I think Bran is ___ because...' and select supporting evidence.	To infer Bran's character traits using evidence from his actions and speech.
4	Bran's feelings about Rome	Infer feelings from what a character says and does. Distinguish a feeling from a character trait. Understand why Bran resents Roman rule. Find evidence suggesting anger, frustration or homesickness. Recognise that characters can experience more than one feeling.	To explain Bran's feelings about Rome using clues from the text.

Week 2 – Trouble, imprisonment and Caratacus

Session	Reading focus	Granular knowledge to be taught	Learning objective
1	Bran gets into trouble	Sequence the events leading to Bran's imprisonment. Understand cause and consequence: because this happened, this happened next. Identify which event causes the greatest change. Distinguish an important event from a minor detail.	To sequence key events and explain how one event leads to another.
2	Creating danger	Identify words and phrases that make Bran's situation appear dangerous. Explore vocabulary connected to imprisonment and punishment. Understand that authors choose words to influence how readers imagine a scene. Use 'The word ___ makes me think...'	To explain how the author's word choices create a sense of danger.
3	Meeting Caratacus	Retrieve explicit information about Caratacus. Establish that Caratacus was a British leader who resisted Roman rule and was captured. Build a first impression from speech, behaviour and description. Distinguish a historical person from a fictionalised character.	To retrieve facts about Caratacus and explain a first impression of him.
4	Bran and Caratacus	Compare the two characters. Identify similarities and differences. Use both, but, however and whereas orally and in writing. Infer how Bran initially feels about Caratacus. Predict how their relationship might develop using evidence.	To compare Bran and Caratacus and predict how their relationship may develop.

Week 3 – Plans, motives and perspectives

Session	Reading focus	Granular knowledge to be taught	Learning objective
1	Caratacus has a plan	Understand motive as the reason somebody does something. Retrieve what Caratacus wants Bran to do. Distinguish action from motive. Sequence the important parts of the plan. Predict whether it will succeed and justify the prediction.	To explain Caratacus's plan and motives and make an evidence-based prediction.
2	Can Bran trust Caratacus?	Understand trust and loyalty. Identify evidence for and against trusting Caratacus. Recognise that readers can reach different answers when both are supported by evidence. Give an opinion followed by textual evidence.	To form and justify an opinion about whether Bran can trust Caratacus.
3	Different views of Rome	Understand viewpoint as what somebody thinks or believes. Compare Bran's view of Rome with a Roman viewpoint. Recognise that experiences influence opinions. Use evidence to explain why two people might see the same situation differently.	To compare different characters' viewpoints about Roman rule.
4	Dialogue and character	Recognise dialogue as characters speaking. Understand that speech can reveal personality, feelings and relationships. Identify what particular dialogue reveals about Bran or Caratacus. Read selected dialogue aloud using intonation appropriate to meaning.	To explain what dialogue reveals about characters and read it with expression.

Week 4 – Language, humour and historical fiction

Session	Reading focus	Granular knowledge to be taught	Learning objective
1	Terry Deary's word choices	Identify interesting verbs, adjectives and phrases. Use context to suggest meanings before checking with a dictionary. Understand that authors can choose words because they are more precise or interesting than alternatives. Compare a selected word with a simpler synonym.	To work out unfamiliar vocabulary and explain the effect of the author's word choices.
2	Humour in a dangerous situation	Recognise moments intended to be humorous. Understand that a story can be funny and serious at the same time. Identify how dialogue, unexpected reactions or exaggeration create humour. Explain why a moment might make the reader laugh despite Bran's danger.	To identify humorous moments and explain how the author makes them funny.

3	Fact or fiction?	Know that historical fiction combines real historical people, events or settings with invented dialogue, characters or details. Sort information into historically grounded information and fictional storytelling. Understand that fiction can help readers imagine past experiences without every detail being factual.	To distinguish historically grounded details from fictional storytelling.
4	Summarising the story so far	Understand that a summary contains the most important information, not every event. Identify main ideas from sections already read. Select five or six essential events and remove unnecessary details. Retell coherently using first, next, later, because and finally.	To summarise the main events of the story in a clear sequence.

Week 5 – Resolution, themes and independent reading

Session	Reading focus	Granular knowledge to be taught	Learning objective
1	The final events and resolution	Understand resolution as the part where the main problem is settled. Sequence the final events. Identify how Bran's situation changes. Compare earlier predictions with what actually happens. Explain which clues made particular predictions sensible.	To explain how the story's main problem is resolved and review earlier predictions.
2	How has Bran changed?	Compare Bran at the beginning and end. Retrieve evidence from two different parts of the book. Understand character development simply as a character changing because of experience. Use 'At first... but by the end...' and explain what caused the change.	To compare Bran at the beginning and end of the story using evidence.
3	Freedom, courage and loyalty	Understand theme as an important idea appearing repeatedly. Find examples connected to freedom, courage and loyalty. Distinguish a theme word such as courage from an idea about courage, such as 'being brave sometimes means acting even when frightened'. Match evidence to themes.	To identify themes of freedom, courage and loyalty and support them with examples.
4	Independent reading response	Independently apply vocabulary in context, retrieval, inference, prediction or connection, and summary. Answer a larger question such as 'What kind of person is Bran? Use the story to explain your answer.' Select two or three pieces of evidence and justify an opinion about the book.	To demonstrate independent comprehension and justify an interpretation using evidence.

Cycle 4- Operation Gadgetman

Week 1 — Introducing the mystery and establishing comprehension

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
1. Cover, blurb and opening pages	Prediction and orientation	Identify author, title, genre signals and blurb; distinguish evidence-based prediction from guessing; cite two clues; establish what is known and unknown.	I can make a prediction using evidence from the text.
2. Opening: introducing the narrator and family	Retrieval and character identification	Identify the narrator and key family members; locate explicit facts about relationships; distinguish narration from dialogue; answer who/what/where questions accurately.	I can retrieve information about characters and setting.
3. Early descriptions of Gadget Man	Vocabulary in context	Identify unfamiliar words connected to inventions and the narrator's descriptions; infer meaning from nearby sentences; check with a dictionary; explain word choice.	I can explain the meaning of unfamiliar words using context.
4. Initial problem or puzzling event	Sequencing and questioning	Identify the first significant change to normal life; sequence 4–5 events; separate facts from questions; formulate questions that reading may answer.	I can sequence events and ask relevant questions.

Week 2 — Building the mystery: clues and connections

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
5. Developing problem and early clues	Retrieval: selecting evidence	Scan for explicit clues; record concise quotations or precise paraphrases;	I can retrieve and record clues relevant to the mystery.

		distinguish a useful clue from an interesting detail; reference its location.	
6. Narrator's response to events	Inference about feelings	Identify actions, speech and reactions; infer an emotion; justify with a specific detail; distinguish stated feelings from inferred feelings.	I can infer feelings and support my ideas with evidence.
7. Events linked to the mystery	Cause and consequence	Identify an event, its cause and immediate consequence; link ideas with because, therefore and as a result; distinguish chronological order from causation.	I can explain how events are connected.
8. Revisit events so far	Summarising main ideas	Select five significant events; remove minor detail; write a brief chronological summary; use precise nouns and time connectives.	I can summarise the important events so far.

Week 3 — Deepening character understanding

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
9. Narrator's decisions and dialogue	Character motives	Identify a choice; infer why it was made; support with dialogue/action; explain how motive differs from an emotion.	I can infer a character's motives using evidence.
10. Gadget Man: actions and descriptions	Character comparison	Gather explicit and inferred traits; compare two characters' approaches to the problem; use both/similarly/however with supporting details.	I can compare characters using details from the text.
11. Humorous or tense passage	Language and reader response	Find words creating humour or tension; explain their connotations; identify how short sentences or dialogue affect pace; justify personal response.	I can explain how an author's language affects a reader.
12. Midpoint: review of clues	Prediction and revision	Review clue log; rank clues by relevance; predict a plausible next event; revisit	I can revise a prediction when new evidence emerges.

		earlier predictions and explain any changes.	

Week 4 — Tracking the investigation and narrative structure

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
13. Investigation or attempts to solve the problem	Retrieval across sections	Combine details from two passages; distinguish what characters know from what the reader knows; record evidence accurately.	I can retrieve and connect information across the story.
14. Complications and setbacks	Cause and effect across events	Build a chain of problem, action and consequence; identify how a setback changes a plan; use evidence to explain why it matters.	I can explain how events influence later decisions.
15. Character interactions during difficulty	Inference and viewpoints	Infer different characters' beliefs from dialogue and behaviour; consider two interpretations; choose the stronger interpretation using textual support.	I can explain different viewpoints with evidence.
16. Story shape: opening to rising action	Narrative structure	Identify introduction, problem and rising action; explain how clues and setbacks build suspense; use examples from separate sections.	I can explain how the story builds suspense.

Week 5 — Approaching and interpreting the resolution

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
17. Later revelations or significant discovery	Connecting clues and explanations	Match earlier clues to later information; distinguish an inference from a confirmed fact; explain how a detail becomes important.	I can connect clues to later discoveries.

18. Important turning point	Fluency and expressive reading	Practise accurate decoding of longer words; chunk clauses; use punctuation and dialogue to guide pauses, pace and intonation; reread for meaning.	I can read a key passage aloud with expression.
19. Characters facing the central problem	Character development	Compare early and later behaviour; identify change or consistency; select one detail from each point; explain the significance of that change.	I can explain how a character develops.
20. Resolution: read and discuss	Summary and theme	Identify how the main problem is resolved; summarise without unnecessary detail; discuss possible messages about family, courage or problem-solving with evidence.	I can summarise the resolution and discuss a theme.

Week 6 — Whole-text synthesis and independent assessment

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
21. Whole book: key events	Whole-text summarising	Select the six most significant events; justify inclusion; sequence accurately; produce a concise beginning–middle–end synopsis.	I can summarise the whole story clearly.
22. Whole book: character choices	Comparing characters and themes	Compare how two characters respond to difficulty; select evidence from early and late passages; link choices to a theme without overgeneralising.	I can compare characters and explain a theme.
23. Selected unseen/revisited passage	Independent comprehension assessment	Independently answer vocabulary, retrieval, inference and prediction questions; locate and quote concise evidence; check that answers address each question.	I can independently answer questions using textual evidence.

24. Final discussion and reader response	Evaluation and discussion	Explain how the mystery is constructed; revisit initial prediction; support an opinion about the ending; listen, build on others' ideas and self-assess progress.	I can justify my views about the whole book.

Cycle 5- George's Marvellous Medicine

Week 1 — Introducing George and Grandma

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
1. Cover, blurb and opening	Prediction and prior knowledge	Identify title, author and illustration clues; separate a plausible prediction from a guess; justify with a named clue.	I can predict what a story may be about using evidence.
2. George's home and family	Retrieval	Identify George, Grandma and his parents; locate explicitly stated facts about relationships and circumstances; answer who/where/when questions.	I can retrieve facts about the characters and setting.
3. Grandma's behaviour	Vocabulary in context	Identify unfamiliar descriptive words; use surrounding sentences and synonyms to infer meaning; check against a dictionary.	I can explain the meaning of words in context.
4. George's feelings about Grandma	Inference	Identify speech, actions and narrative comments; infer George's feelings; select a supporting phrase; distinguish fact from inference.	I can infer a character's feelings using evidence.

Week 2 — The idea and the ingredients

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective

5. George decides to make medicine	Motivation and cause	Locate the event prompting George's plan; distinguish cause from consequence; explain the link using because.	I can explain why a character makes a decision.
6. Gathering ingredients	Sequencing	Track the order of rooms and ingredients; use time connectives; identify what is stated versus omitted in a summary.	I can sequence key events accurately.
7. Dahl's ingredient descriptions	Language and vocabulary	Identify vivid verbs, adjectives and exaggeration; explain literal meaning and the effect on the reader.	I can explain how word choices create humour or surprise.
8. The finished mixture	Prediction	Review previous clues; predict a likely consequence; explain which clues support or challenge the prediction.	I can make and justify a prediction from story details.

Week 3 — The medicine takes effect

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
9. Grandma takes the medicine	Retrieval and chronology	Locate exactly what happens first, next and after; identify key details without adding invented information.	I can retrieve and order important events.
10. Grandma's extraordinary changes	Visualisation and vocabulary	Identify comparisons and exaggeration; explain how descriptive details help readers picture the scene.	I can explain how description helps me visualise events.
11. George reacts	Inference and evidence	Compare George's speech, thoughts and actions; infer mixed feelings; support with two details.	I can justify an inference using evidence.
12. Family members discover the result	Comparing viewpoints	Identify what different characters say and do; compare reactions; explain how perspectives differ.	I can compare characters' reactions to the same event.

Week 4 — Mr Kranky's ambitions

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
13. Mr Kranky sees an opportunity	Character motives	Identify Mr Kranky's goal; connect dialogue and actions to motives; distinguish what he wants from what George wants.	I can explain a character's motives with evidence.
14. Medicine tested on animals	Cause and effect	Trace actions and outcomes for the farm animals; create a cause–effect chain; use accurate causal vocabulary.	I can explain how one event leads to another.
15. The demand for more medicine	Prediction and inference	Identify obstacles to repeating the recipe; predict complications from explicit clues; revise earlier predictions.	I can revise a prediction when new evidence appears.
16. How Dahl builds excitement	Authorial choice	Identify pace, repetition, dialogue and surprising events; explain their effect on suspense and humour.	I can explain how the author engages the reader.

Week 5 — Trying to recreate the recipe

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
17. Recreating the mixture	Retrieval and precision	Identify the intended process; distinguish remembered ingredients from uncertain details; record evidence precisely.	I can retrieve and record relevant details accurately.
18. Different batches and outcomes	Comparison and summarising	Compare attempts using similarities and differences; select only main events; avoid unnecessary detail.	I can summarise and compare important events.
19. George and Mr Kranky	Character comparison	Compare actions, dialogue and priorities; support each comparison with an example from the text.	I can compare two characters using textual evidence.

20. The story approaches its ending	Inference and prediction	Identify unresolved problems; infer likely consequences; justify predictions and recognise alternative possibilities.	I can predict a possible ending using evidence.

Week 6 — Ending, themes and independent application

Session / text focus	Reading focus	Granular knowledge to be taught	Learning objective
21. Grandma's final outcome	Retrieval and sequence	Recount the final events in order; distinguish explicit outcomes from personal opinion; clarify any misunderstandings.	I can explain the ending accurately.
22. Themes and moral questions	Discussion and interpretation	Discuss consequences, responsibility and fairness; distinguish personal judgement from textual evidence; respond respectfully to alternatives.	I can discuss themes and support my views.
23. Roald Dahl's storytelling	Whole-text authorial analysis	Identify recurring exaggeration, humour, dialogue and unexpected events; select examples and explain reader effect.	I can explain how the author's choices shape the story.
24. Independent comprehension	Assessment and reflection	Independently retrieve, explain vocabulary, infer with evidence and summarise; check answers against text; identify a next step.	I can apply reading strategies independently.

Cycle 6 – Charlotte's Web

Week 1: Meeting Fern and Wilbur

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
1. Opening: Fern saves the runt	Retrieval and questioning	Locate who, where and what in the opening; distinguish a stated fact from an opinion; explain why Fern intervenes using a precise detail.	To retrieve key facts and explain Fern's actions.

2. Fern's argument with her father	Dialogue and inference	Track who speaks in dialogue; identify speech verbs and punctuation; infer Fern's feelings from her words and behaviour; support an inference with evidence.	To infer a character's feelings from dialogue.
3. Wilbur's early life	Sequencing and summarising	Order events from Wilbur's first days; distinguish significant events from small details; retell events using temporal connectives and accurate names.	To sequence and summarise Wilbur's early experiences.
4. Wilbur moves to the Zuckermans	Vocabulary and prediction	Use surrounding sentences to work out unfamiliar farm words; notice changes in setting; predict challenges Wilbur may face, citing an earlier clue.	To use context to clarify vocabulary and make a justified prediction.

Week 2: Life in the barn

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
5. Exploring the barn	Setting and visualisation	Identify descriptive nouns, verbs and adjectives; build a mental picture from text; distinguish what the author states from what a reader imagines.	To explain how description helps readers visualise a setting.
6. Wilbur feels lonely	Inference and evidence	Identify words and actions signalling loneliness; connect feelings to events; use a short quotation or accurately referenced detail to justify an inference.	To explain Wilbur's feelings using textual evidence.
7. The barn animals	Character comparison	Retrieve each animal's behaviour towards Wilbur; compare two responses; use comparative language and evidence rather than unsupported judgements.	To compare how characters treat Wilbur.
8. A voice in the dark	Prediction and reading aloud	Read dialogue with phrasing and expression; identify clues about the unknown speaker; revise an initial	To read dialogue fluently and refine predictions.

		prediction when new information appears.	

Week 3: Charlotte and friendship

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
9. Meeting Charlotte	Character inference	Retrieve Charlotte's appearance and actions; separate initial impressions from evidence; explain why Wilbur's view of her changes.	To infer character traits and explain changing impressions.
10. Charlotte's web and hunting	Vocabulary in context	Use nearby explanations to clarify words about spiders and webs; identify factual information within fiction; explain how a word choice shapes a reader's reaction.	To explain vocabulary and its effect on meaning.
11. Charlotte promises to help	Motivation and cause and effect	Identify the problem facing Wilbur; trace Charlotte's promise to her motive; explain cause and effect using because, therefore and as a result.	To explain a character's motivation and its consequences.
12. Friendship in action	Themes and evidence	Identify actions showing kindness, loyalty and support; distinguish a theme from a single event; choose two moments that support a view of friendship.	To identify and support a developing theme.

Week 4: The words in the web

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
13. The first message: SOME PIG	Retrieval and reaction	Retrieve how the message appears; identify who sees it and how they react;	To retrieve and explain reactions to a key event.

		distinguish events from characters' beliefs about the message.	
14. Why the web words work	Language and authorial choice	Explore the meanings and connotations of words used to praise Wilbur; explain why short, memorable wording changes how others see him.	To explain the impact of carefully chosen words.
15. Templeton's contribution	Inference and viewpoint	Retrieve Templeton's actions and reasons; compare his priorities with Charlotte's; justify whether his help is selfless or self-interested.	To infer and compare characters' motives.
16. The growing attention	Summarising and prediction	Summarise how public interest develops; identify key turning points; predict what may happen at the fair using evidence from the story.	To summarise developments and justify a prediction.

Week 5: The fair

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
17. Preparing for the fair	Sequence and cause	Order the preparation events; explain why the fair matters to Wilbur; link earlier plot details to the stakes of the visit.	To explain how earlier events lead to the fair.
18. Wilbur at the fair	Setting and perspective	Retrieve details of the fairground; consider how the same scene feels to different characters; select details that suggest excitement or worry.	To compare viewpoints about a shared event.
19. Charlotte's final work	Inference and tension	Track Charlotte's actions and physical condition; identify clues that create concern; explain how a reader's expectations change.	To infer feelings and explain how tension develops.
20. The prize and its meaning	Theme and evaluation	Retrieve the outcome of the fair; distinguish recognition from what matters most to Wilbur; evaluate a	To evaluate the importance of a key outcome.

		character's success with two pieces of evidence.	

Week 6: Endings and whole-text understanding

Session and text focus	Reading focus	Granular knowledge to be taught	Learning objective
21. Charlotte's farewell	Sensitive inference and theme	Identify what Wilbur learns; infer his feelings from reactions and speech; discuss loss and friendship sensitively, using the text rather than assumptions.	To explain the emotional significance of the farewell.
22. The egg sac and new spiders	Sequencing and connections	Retrieve what happens to the egg sac; explain how Wilbur honours Charlotte; link the ending to earlier promises and acts of care.	To connect events across the whole narrative.
23. Character change across the novel	Comparison and synthesis	Compare Wilbur at the beginning and end; choose evidence from two points in the story; explain how experiences and friendships contribute to change.	To explain character development across a whole text.
24. Whole-text reading assessment	Independent comprehension	Independently answer retrieval, vocabulary, inference, sequencing and theme questions; justify answers with accurate textual evidence; reflect on reading strategies.	To demonstrate independent understanding of the novel.

Year 4

Component Knowledge Overview

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text structure- comparing and making links

To increase their familiarity with a wide range of books and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. To retrieve and record information from non-fiction. Find and select words and phrases, to answer find it questions from different sections of unknown texts. Generate relevant find it questions from different sections of fiction and non-fiction texts.	Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words Discuss words and phrases that capture the reader's interest and imagination To identify how language contributes towards meaning and checking the book makes sense to their understanding and exploring the meaning of words in context Identify and generate words with similar and opposite meanings Recognise key vocabulary and language features from different genres and apply to writing	Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Prepare poems and play scripts to read aloud and to preform, showing understanding through intonation, tone volume and action Participate in discussion about books that are both read to them and those they can read for themselves Ask questions to improve their understanding of a text Identify and discuss the purpose of a text and the intended impact on a reader as well as words and phrases which capture a readers' imagination Identify and discuss the difference between fact and opinion	Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence Ask questions to improve their understanding of a text To make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres Children make plausible predictions based upon events and actions of characters. Make predictions drawing upon knowledge of other texts	Children recognise and describe the typical features of a wider range of forms of poetry To be able to retrieve and record information from non-fiction Identify how structure and presentation contribute to meaning Read books that are structured in different ways and reading for a range of purposes Recognise and describe some features of fiction genres Able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza

Granular Knowledge

Year 4

Cycle 1

Week 1 | Encountering the Iron Man · Chapter 1

Session / reading focus	Reading Focus	Learning objective	Granular knowledge to be taught
01	· First impressions and prediction	To predict what the Iron Man might be like using the opening description.	1. Identify the title, author and genre clues before reading. 2. Distinguish a prediction from a guess: predictions draw on textual clues. 3. Identify descriptive details about the Iron Man's size and appearance. 4. State a prediction with a precise supporting detail.

02 ·	Vocabulary in context	To explain the meaning of unfamiliar words in the cliff-top opening.	1. Read the whole sentence before deciding a word's meaning. 2. Use surrounding description to infer meaning of words such as "tremendous". 3. Check an inferred meaning against a dictionary definition. 4. Explain how the word helps readers imagine the setting or character.
03 ·	Sequence and retrieval	To retrieve and order the events of the Iron Man's fall and reassembly.	1. Locate explicitly stated facts in the opening chapter. 2. Distinguish the order events happen from the order they are retold. 3. Sequence the fall, scattered body parts and reassembly. 4. Answer literal questions using accurately located details.
04 ·	Visualising description	To explain how descriptive details create a picture of the Iron Man.	1. Identify similes and comparisons in the opening description. 2. Separate what is stated from what a reader imagines. 3. Explain the image created by one carefully chosen phrase. 4. Read a short descriptive passage aloud with phrasing that supports meaning.

Week 2 | Hogarth and the discovery · Chapters 1–2

Session / reading focus	Reading Focus	Learning objective	Granular knowledge to be taught
05 ·	Hogarth's viewpoint Inference	To infer Hogarth's feelings when he encounters the Iron Man.	1. Identify Hogarth's actions and responses. 2. Distinguish emotion words from the behavioural clues suggesting emotion. 3. Link a plausible feeling to a relevant detail. 4. Explain why two interpretations might both be reasonable.
06 ·	Cause and effect Retrieval	To explain why the Iron Man becomes a problem for the farming community.	1. Retrieve what happens to farm machinery and metal objects. 2. Identify causes and consequences of the Iron Man's hunger. 3. Use because/therefore to explain a causal link. 4. Separate a character's intention from the effect of an action.

07 ·	Tracking characters Comparison	To compare how Hogarth and the adults respond to the Iron Man.	1. Identify the actions and dialogue of each character/group. 2. Find evidence that shows fear, curiosity or determination. 3. Organise similarities and differences in a comparison grid. 4. Explain how different knowledge leads to different responses.
08 ·	Predicting a plan	To predict how the community might deal with the Iron Man.	1. Recall the immediate problem and characters' priorities. 2. Identify clues about what the adults intend to do. 3. Make a plausible next-event prediction rather than inventing an unrelated event. 4. Revise a prediction after reading the next passage.

Week 3 | The trap and its consequences · Chapter 2

Session / reading focus	Reading Focus	Learning objective	Granular knowledge to be taught
09 ·	Understanding the trap Summarising	To summarise how the trap is prepared and what happens.	1. Identify the essential steps in the plan. 2. Separate main events from minor descriptive details. 3. Summarise the sequence in three or four concise sentences. 4. Check the summary preserves cause and effect.
10 ·	Motives and moral choices Inference	To infer why the people choose to trap the Iron Man.	1. Locate evidence of the community's fears. 2. Distinguish an action from the motive behind it. 3. Explain the decision from the farmers' perspective. 4. Support an alternative judgement with textual evidence.
11 ·	Authorial suspense Explantation	To explain how the writer builds tension during the trap episode.	1. Recognise short sentences, delayed information and dramatic events. 2. Identify where a reader is made to wait for an outcome. 3. Explain the effect of one structural or vocabulary choice. 4. Read a short extract using pace and pauses to communicate suspense.

12 ·	Checking understanding Asking questions	To clarify misconceptions and explain the outcome of the trap.	1. Reread sentences when the chain of events becomes unclear. 2. Ask questions about ambiguous or surprising details. 3. Distinguish what is known at this point from what remains uncertain. 4. Answer an inference question using a quotation or precise paraphrase.

Week 4 | A different solution · Chapter 3

Session	Reading Focus	Learning objective	Granular knowledge to be taught
13 ·	Change across chapters Explanation	To explain how the Iron Man's situation changes after the trap.	1. Recall the ending of the previous chapter. 2. Identify the main events leading to the scrapyard solution. 3. Describe how Hogarth's role changes. 4. Explain how a solution addresses the original problem.
14 ·	Vocabulary and word parts	To use morphology and context to understand vocabulary linked to metal and machinery.	1. Break longer words into recognisable roots, prefixes or suffixes where applicable. 2. Use context to distinguish literal metal-related terms from figurative descriptions. 3. Check uncertain meanings with a dictionary. 4. Use new vocabulary accurately in an oral explanation.
15 ·	Character development Retrieval Explanation	To explain how Hogarth's relationship with the Iron Man develops.	1. Collect evidence from the first encounter and later actions. 2. Identify the difference between initial fear and later understanding. 3. Compare two moments using both pieces of evidence. 4. Explain what Hogarth learns about the Iron Man's needs.
16 ·	Themes: fear and understanding Explanation	To identify an emerging theme and trace it through the story.	1. Define a theme as a recurring underlying idea, not a single event. 2. Identify episodes showing fear or cooperation. 3. Connect at least two episodes to the same theme. 4. Explain what the story may suggest about judging the unfamiliar.

Week 5 | The Space-Bat-Angel-Dragon · Chapter 4

Session	Reading Focus	Learning objective	Granular knowledge to be taught
17 ·	Introducing a new threat Retrieval Summarising	To retrieve key facts about the arrival and demands of the space creature.	1. Identify the creature's appearance, scale and demands. 2. Separate explicit facts from the characters' reactions. 3. Summarise why the threat affects the whole world. 4. Record questions that the text has not yet answered.
18 ·	Comparing descriptions Comparison Vocabulary	To compare how the Iron Man and the space creature are presented.	1. Find descriptive details for each giant being. 2. Identify similarities in size, power and unfamiliarity. 3. Identify differences in their actions and impact. 4. Explain how vocabulary influences the reader's judgement.
19 ·	Inferring reactions Inference	To infer how people might feel about the new danger.	1. Identify evidence of the danger and responses to it. 2. Distinguish reasonable inference from unsupported speculation. 3. Explain feelings using two relevant details. 4. Consider how the new threat changes attitudes to the Iron Man.
20 ·	Prediction and justification	To predict how the Iron Man might respond to the space creature.	1. Recall the Iron Man's established qualities and abilities. 2. Identify the central conflict that needs resolving. 3. Offer a plausible prediction grounded in earlier events. 4. Explain how the prediction may change after new information.

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Week 6 | Resolution, themes and independent response · Chapter 5

Session / reading focus	Reading Focus	Learning objective	Granular knowledge to be taught

21 ·	The contest Sequencing Explanation Summarising	To sequence the main stages of the Iron Man's challenge to the creature.	1. Retrieve the rules or conditions of the challenge. 2. Identify the order of the key tests and responses. 3. Explain how the contest resolves the threat. 4. Summarise without unnecessary detail.
22 ·	Explaining the resolution	To explain why the Iron Man succeeds using evidence.	1. Identify qualities shown through his choices and actions. 2. Distinguish physical strength from courage, intelligence or perseverance. 3. Select two pieces of evidence supporting an explanation. 4. Build a point–evidence–explanation response.
23 ·	Whole-text themes Comparison	To explain how ideas about fear, peace and understanding develop across the novel.	1. Identify examples from the opening, middle and ending. 2. Trace a change in the community's attitude to the Iron Man. 3. Compare the story's early and final conflicts. 4. Form a theme statement supported by events from different chapters.
24 ·	Independent reading response Explanation	To give and justify a personal interpretation of The Iron Man.	1. Summarise the whole plot in a small number of key stages. 2. Explain how a character or theme changes across the novel. 3. Choose accurate evidence to justify an opinion. 4. Discuss an alternative viewpoint respectfully and evaluate the strength of evidence.

Cycle 2- The Astronauts Handbook

WEEK 1 – Getting to Know the Text

Focus: Non-fiction structures, retrieval and reading for purpose.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 1 – Exploring the text	To identify the purpose and structure of a non-fiction text.	Identify the purpose and structure of a non-fiction text.	• Fiction vs non-fiction • Purpose of a reference book • Contents, index, heading, subheading and caption • Cover, illustrations and layout provide clues • Reference texts can be read non-linearly • Readers select sections according to purpose

Session 2 – Reading for a purpose	To retrieve information efficiently from a non-fiction text.	Retrieve information efficiently using contents pages, headings, subheadings and indexes.	• Retrieval means finding information explicitly stated • Difference between stated and inferred information • Headings/subheadings help locate information • Scan for key words • Use the contents page to navigate • Answers should be supported by the text
Session 3 – Questions and answers	To distinguish between different types of reading questions.	Distinguish between retrieval, inference, vocabulary and prediction questions.	• Retrieval, inference, vocabulary and prediction questions • Question wording signals the thinking required • Who/what/where/when often signal retrieval • Why/how often require inference • Vocabulary questions focus on meaning • Prediction questions require evidence
Session 4 – Recording information accurately	To retrieve and record information using concise notes.	Record information accurately using concise notes and bullet points.	• Notes use key words • Avoid copying unnecessary information • Maintain accuracy when transferring information • Bullet points organise information • Group facts under headings

WEEK 2 – Vocabulary: The Language of Space

Focus: Technical vocabulary, context and morphology.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 5 – Technical vocabulary	To understand technical vocabulary used in the text.	Understand technical vocabulary related to space and astronauts.	• Technical vocabulary belongs to a subject area • Precise scientific meanings • Astronaut, spacecraft, microgravity, gravity, centrifuge, atmosphere, radiation, orbit, launch, docking, spacewalk • Context supports vocabulary understanding
Session 6 – Vocabulary in context	To use surrounding words to work out the meaning of unfamiliar vocabulary.	Use contextual clues to work out the meaning of unfamiliar words.	• Context means surrounding words/information • Clues may be definitions, examples, descriptions, illustrations or comparisons • A definition must fit the sentence and subject • Check predictions with a dictionary
Session 7 – Morphology and word families	To use word parts to understand unfamiliar words.	Use root words, prefixes and suffixes to explore word meanings.	• Root word, prefix and suffix • Word parts can help decode meaning • Related words form word families • Explore: explore/explorer/exploration; science/scientist/scientific; protect/protection/protective

Session 8 – Precision of vocabulary	To understand why an author chooses precise technical vocabulary.	Explain why authors use precise technical vocabulary in non-fiction texts.	• Non-fiction communicates accurately • Technical vocabulary is more precise than general language • Compare general and technical phrases • Word choice makes information precise and concise • Build a space vocabulary glossary

WEEK 3 – Inference: Thinking Like an Astronaut

Focus: Inference, evidence, prediction and justification.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 9 – What is an inference?	To make an inference using evidence.	Identify and explain the purpose of different non-fiction organisational features.	• Inference combines text clues with prior knowledge • Inference is not a guess • Infer feelings, reasons, purposes and implications from non-fiction information
Session 10 – Evidence detectives	To justify an inference using evidence.	Identify the main idea of a section and distinguish it from supporting details.	• Inference needs textual evidence • Evidence can come from words, facts, illustrations, captions and diagrams • Explain the connection between evidence and inference • Use: I think… because… This suggests…
Session 11 – Why do astronauts train so hard?	To infer reasons and purposes from information in the text.	Summarise information from more than one paragraph in their own words.	• Authors do not always state every reason • Connect pieces of information • Training relates to conditions in space • Physical and mental preparation have different purposes
Session 12 – Predicting	To make predictions based on stated and implied information.	Combine information from different parts of a text to develop a broader understanding.	• Prediction is a reasoned idea about what may happen • Use evidence • Predictions can change as knowledge develops • Revisit predictions after reading

WEEK 4 – Structure, Organisation and Summarising

Focus: How information is organised and how to identify main ideas.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 13 – How does a non-fiction text organise information?	To identify different organisational features.	Explain how diagrams, labels, captions and illustrations support understanding.	• Headings, subheadings, paragraphs, numbered sections, bullet points, diagrams, captions, labels, photographs and fact boxes • Headings signal topic • Subheadings divide broader topics • Features make information easier to locate

Session 14 – Main idea	To identify the main idea of a section.	Explain how photographs and other visual features contribute to meaning.	• Main idea is the most important point • Supporting details add information, evidence or examples • Not every fact is equally important • Headings and repeated ideas provide clues
Session 15 – Summarising	To summarise information from more than one paragraph.	Explore how an author's vocabulary choices communicate information effectively.	• A summary gives the most important information briefly • Include main ideas; omit minor details • Avoid repetition • Remain accurate • Do not simply copy sentences
Session 16 – Combining information	To synthesise information from different parts of the text.	Compare different ways of presenting information and evaluate their effectiveness for a particular purpose and audience.	• Relevant information may be spread across pages • Synthesis means bringing information together • Select relevant evidence • Combine ideas to form a bigger understanding

WEEK 5 – Language, Presentation and Authorial Choices

Focus: How the author communicates information.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 17 – Why use diagrams?	To understand how diagrams contribute to meaning.	Explain how diagrams, labels, captions and illustrations support understanding.	• Diagrams communicate visually • Labels identify parts • Captions explain • Arrows show movement/connections • Visuals can communicate efficiently • Combine written and visual information
Session 18 – Photographs, captions and illustrations	To understand how visual presentation supports comprehension.	Explain how photographs and other visual features contribute to meaning.	• Photographs provide visual evidence • Illustrations explain difficult-to-photograph ideas • Captions add information • Images establish context • Visual features and written text work together
Session 19 – Why has the author chosen this language?	To explore how vocabulary choices communicate information.	Explore how an author's vocabulary choices communicate information effectively.	• Authors make deliberate vocabulary choices • Technical vocabulary provides precision • Verbs can explain actions clearly • Adjectives provide specific information • Factual writing can also use informal or humorous language to engage readers
Session 20 – Comparing two	To evaluate which presentation communicates	Compare different ways of presenting information and evaluate their effectiveness for a particular purpose and audience.	• Same information can be presented differently • Paragraphs, bullet points, tables and diagrams have different strengths

presentations of information	information most effectively.		• Consider purpose and audience • Effective presentation is clear, accessible, memorable and easy to locate

WEEK 6 – Evaluation and Independent Application

Focus: Evaluate, justify and synthesise.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
Session 21 – Is this a good reference book?	To evaluate the effectiveness of the text.	Evaluate the effectiveness of a non-fiction reference book using evidence.	• Evaluate means make a judgement based on evidence • Consider content, vocabulary, organisation, illustrations, diagrams and audience • Opinions need reasons and evidence
Session 22 – Fact or opinion?	To distinguish between fact and opinion.	Distinguish between fact and opinion and recognise statements that combine both.	• Fact can be checked or verified • Opinion expresses a belief or judgement • Some statements combine fact and opinion • Evidence can check factual claims
Session 23 – Synthesising the whole text	To combine information from across the book to answer a complex question.	Synthesise information from across a text to answer complex questions.	• Understand the question • Identify relevant sections • Retrieve information • Combine ideas • Organise the response • Support ideas with evidence • Distinguish relevant from irrelevant information
Session 24 – Final independent reading assessment	To independently apply Year 4 reading skills.	Independently apply Year 4 reading skills, including vocabulary, retrieval, inference, prediction, summarising and evaluation.	• Vocabulary: define technical words in context • Retrieval: locate and record information • Inference: infer and provide evidence • Structure: explain purpose of a feature • Main idea: identify • Summarising: condense key information • Evaluation: justify an opinion about presentation

Cycle 3 & 4 – Wolf Wilder

WEEK 1 – Entering Feo's World

Focus: Evaluate, justify and synthesise.

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach

1 – Introducing the novel	Prediction; genre; questioning	Use the title, cover and blurb to make evidence-based predictions and generate questions about the story.	Know that the title, cover and blurb provide clues. Understand that a prediction should use evidence rather than guessing. Explore wolf, wild, wilder and wilderness. Establish the adventure setting in Russia. Generate questions the story may answer.
2 – What is wolf wilder?	Retrieval; vocabulary; summary	Retrieve and summarise key information about wolf wilding, distinguishing important facts from interesting details.	Retrieve explicit information about wolf wilding and why wolves are returned to the wild. Distinguish an important fact from an interesting detail. Develop tame, wild, domesticated, instinct and wilderness. Summarise the concept precisely.
3 – Meeting Feo	Character inference; evidence	Retrieve facts about Feo and infer character traits from her actions, speech and description, supporting ideas with evidence.	Know that authors show character through actions, speech and description. Retrieve explicit facts about Feo. Infer simple traits from actions. Use 'I think... because the text shows...' to justify an inference.
4 – Feo and Marina	Relationships; inference	Infer the nature of Feo and Marina's relationship from what they say and do, selecting evidence to show how they care for one another.	Identify what Feo and Marina say and do. Infer how they feel about each other. Understand that relationships can be shown rather than directly stated. Retrieve two pieces of evidence showing that Ithey care about one another.

Week 2 – Wolves and Wilderness

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – Meeting the wolves	Retrieval; characterisation; summary	Retrieve and summarise key information about individual wolves, matching their characteristics to evidence in the text.	Retrieve information about individual wolves. Understand that authors give animals distinctive characteristics. Match characteristics to evidence. Summarise the most important information about one wolf.
2 – Vocabulary describing wolves	Vocabulary; context; dictionaries	Identify verbs and adjectives used to describe wolves, explore synonyms, and use context and a dictionary to check unfamiliar vocabulary.	Identify verbs and adjectives describing the wolves. Understand the different jobs of verbs and adjectives. Explore synonyms for movement and behaviour. Use context first, then a dictionary, to check unfamiliar vocabulary.
3 – How does Rundell make wolves more powerful?	Language; word choice	Explain how the author's word choices create impressions of strength, speed or danger.	Identify words suggesting strength, speed or danger. Understand that authors choose words to create an impression. Compare vocabulary choices. Use the stem 'The word ___ suggests...' to explain an effect.
4 – The Russian wilderness	Setting; atmosphere; retrieval	Retrieve and organise details about the Russian wilderness, and explain how setting descriptions create atmosphere.	Retrieve setting details and organise them by senses. Understand atmosphere as the feeling created by a place. Identify words creating cold, isolation or danger and explain the impression they build.

Week 3 – Danger arrives

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – Meeting Rakov	Character inference; vocabulary	Infer what Rakov's words and actions suggest about his personality, using relevant evidence.	Retrieve what Rakov says and does. Infer what this suggests about his personality. Understand threat, authority, cruel and intimidating. Select evidence supporting an impression.
2 – Feo and Rakov	Comparison; authority	Compare Feo and Rakov's behaviour, distinguishing authority from courage and using comparative conjunctions accurately.	Compare how Feo and Rakov behave. Understand that contrasting characters make differences clearer. Distinguish authority from courage. Use whereas and however accurately in comparisons.
3 – Marina is taken	Sequencing; cause and consequence; summary	Sequence important events and explain cause and consequence, summarising key events without retelling every detail.	Sequence important events. Understand cause and consequence: what happened and what happened because of it. Identify the most important event. Summarise without retelling every detail.
4 – How does Feo feel?	Inference; implicit meaning	Infer characters' feelings from actions, speech and physical reactions, recognising that emotions may be implied or mixed.	Infer feelings from actions, speech and physical reactions. Understand that emotions are not always named directly. Find evidence of fear, anger or determination. Recognise that a character can feel more than one emotion at once.

Week 4 – The Journey begins

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – Feo's goal	Motivation; prediction	Identify Feo's goal and motivation, and make predictions based on what she wants and why.	Identify what Feo wants and why. Understand motivation as the reason a character acts. Distinguish action from motive. Predict what Feo may do next using her established motivation.
2 – Journey through the wilderness	Vocabulary; setting	Use context and word parts to investigate vocabulary describing snow, cold and the landscape, grouping related words.	Identify vocabulary describing snow, cold and landscape. Use context and morphology to investigate unfamiliar words. Group related words. Understand how related vocabulary establishes setting and atmosphere.
3 – How Rundell creates danger	Language; reader response	Explain how verbs, adjectives, short sentences and sensory details work together to create danger and influence the reader.	Identify descriptions suggesting danger. Explore verbs, adjectives, short sentences and sensory detail. Understand that several choices can work together. Explain 'This makes the reader feel... because...'
4 – Feo is changing	Character development; comparison	Compare Feo at different points in the story, identifying a change and a quality that remains, using evidence from across the text.	Compare Feo now with Feo at the beginning. Retrieve evidence from two parts of the story. Understand that characters can develop because of experiences. Identify one change and one quality that remains.

Week 5 – Friendship and Trust

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach

1 – Meeting Liya	First impressions; inference; prediction	Build and explain a first impression of Ilya using actions, speech and description, and make an evidence-based prediction.	Build a first impression using actions, speech and description. Distinguish explicit facts from inferred characteristics. Understand that first impressions can be incomplete. Make an evidence-based prediction about Ilya.
2 – Comparing Feo and Ilya	Comparison; evidence	Compare Feo and Ilya by identifying similarities and differences and selecting evidence for each comparison.	Identify similarities and differences. Use 'Both... However, Feo... whereas Ilya...' Select evidence supporting each comparison. Understand that characters can be different and still become friends.
3 – Developing Trust	Relationships; sequencing; significance	Track key moments in the development of trust and loyalty, sequence relationship events and explain the significance of an action.	Understand trust and loyalty. Track actions that increase or decrease trust. Sequence key relationship moments. Explain why one action is especially important.
4 - Friendship	Theme; evidence across text	Identify examples of friendship and express a theme as a broader statement, supporting it with evidence from the text.	Introduce theme as an important idea appearing repeatedly. Find examples of friendship. Move from the topic 'friendship' to a statement such as 'good friends help one another when things are difficult'. Support it with evidence.

Week 6 – Reading like a writer

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 - Similes	Figurative language	Recognise similes, identify what is being compared and explain the picture created in the reader's mind.	Recognise a simile as a comparison commonly using like or as. Identify the two things being compared. Explain what picture the comparison creates in the reader's mind.
2 – Metaphor and personnification	Figurative language; meaning	Recognise straightforward metaphors and personification, and explain the image or impression they create.	Recognise straightforward metaphor and personification. Understand that figurative descriptions are not always literal. Explain the image or impression created.
3 – Choosing powerful vcabulary	Synonyms; shades of meaning	Compare synonyms and shades of meaning, explaining why the author's chosen word is effective.	Investigate synonyms and shades of meaning. Understand that similar dictionary meanings can create different impressions. Compare alternatives and explain why Rundell's chosen word is effective.
4 – Creating atmosphere	Language; setting; synthesis	Explain how setting, vocabulary and imagery work together to create atmosphere, comparing the effects of threatening and calmer passages.	Revisit atmosphere. Identify how setting, vocabulary and imagery work together. Compare a threatening passage with a calmer one and identify evidence responsible for the different effects.

Week 7 – Courage and Leadership

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – What is courage?	What is courage?	Define courage using examples and non-examples, and justify judgements about characters who act despite fear.	Define courage using examples and non-examples. Understand that courage does not mean being unafraid. Retrieve moments

			when characters act despite fear. Rank examples and justify choices.
2 - Is Feo a leader?	Is Feo a leader?	Evaluate whether Feo demonstrates leadership by considering how she helps others, makes decisions and accepts responsibility, using evidence.	Understand leadership through helping others, making decisions, accepting responsibility and encouraging others. Find evidence of Feo demonstrating these qualities. Give an evidence-supported judgement.
3 – Standing up to unfairness	Standing up to unfairness	Identify unfair treatment and explain why characters may resist commands they believe are wrong.	Identify examples of unfair treatment and responses to it. Explore fair, unfair, justice, rule and authority. Understand why a character may believe a command is wrong. Explain why characters resist Rakov.
4 – Feo and Rakov: comparison	Feo and Rakov: comparison	Compare Feo and Rakov's behaviour towards others, using evidence to explain why power and good leadership are not the same.	Compare the characters' behaviour towards others. Gather evidence in categories. Use comparative conjunctions accurately. Develop the idea that having power and being a good leader are not the same.

Week 8 – How stories are constructed

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – Problems and obstacles	Structure; cause and consequence	Identify the main problem and smaller obstacles, sequence them and explain cause-and-consequence relationships.	Identify the main problem and smaller obstacles. Understand that obstacles prevent characters reaching goals easily. Sequence obstacles. Explain how overcoming one problem can create another.
2 – Clues and predictions	Prediction; retrieval across text	Use more than one piece of evidence to make predictions, then revisit and revise predictions as the story develops.	Retrieve information that may provide clues. Make predictions using more than one piece of evidence: 'I predict... because earlier... and now...' Revisit and revise earlier predictions.
3 – Turning points	Structure; significance	Identify significant turning points and explain how they change what happens next.	Understand a turning point as an important event changing what happens next. Identify possible turning points. Use cause and consequence to explain why a chosen event matters.
4 – Beginning, build up, problem and resolution.	Narrative structure; summary	Organise major events into the beginning, build-up, problem and resolution, and create a story map showing how events connect.	Organise major events into broad structural stages. Understand that a whole-novel summary contains only major events. Create a story map showing how events connect.

Week 9 – Exploring themes

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 - Freedom	Theme; connections	Track examples of characters and animals gaining or losing freedom, and develop a thematic statement about why freedom matters.	Understand literal meanings of free, captive, tame and wild. Track examples of animals and people losing or gaining

			freedom. Develop a simple thematic statement about why freedom matters.
2 – Family and loyalty	Theme; comparison	Retrieve and compare examples of family relationships and loyalty, including characters taking risks for others.	Retrieve examples showing Feo's relationship with Marina and others she cares about. Understand loyalty as continuing to support someone. Compare examples of characters taking risks for others.
3 – Power and fairness	Theme; evidence	Distinguish between having power and using power fairly, and explain what the story suggests about unfair authority.	Distinguish having power from using power fairly. Gather evidence showing fair and unfair uses of authority. Explain what the story may encourage readers to think about unfair power.
4 - Wilderness	Theme; interpretation	Explore the theme of wilderness by comparing human and animal behaviour and challenging the assumption that wild means dangerous and civilised means good.	Revisit the meaning of wild. Compare human and animal behaviour. Challenge the assumption wild = dangerous and civilised = good. Find evidence of kindness, cruelty, loyalty and danger.

Week 10 – Bringing the story together

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – Approaching the climax	Structure; tension; language	Identify what is at stake for Feo near the climax and explain how vocabulary and sentence choices create tension.	Understand climax as a particularly important and exciting point near the end. Identify what is at stake for Feo. Find vocabulary and sentence choices creating tension. Explain why earlier events make readers care about the outcome.
2 - Resolution	Structure; summary	Identify which major problems are resolved, compare predictions with the outcome and summarise the resolution concisely.	Understand resolution as the part in which major problems are settled. Identify resolved problems. Compare predictions with the outcome. Summarise the resolution concisely.
3 – How has Feo changed	Character development; synthesis	Compare Feo at the beginning, middle and end, selecting evidence to explain how experiences cause her to change.	Compare beginning, middle and end. Select three pieces of evidence showing Feo's development. Use initially, later and eventually. Explain why particular experiences caused change.
4 – The wolves across the story	Retrieval; connections; interpretation	Track the wolves' role across the story and explain what they may represent to Feo, distinguishing explicit information from interpretation.	Track the wolves' role from beginning to end. Retrieve significant moments. Explore what wolves represent to Feo: family, freedom, strength and wildness. Distinguish explicit information from a possible interpretation.

Week 11 - Independent year 4 reading

Session	Reading Focus	**Learning objective**	Granular Knowledge to Teach
1 – whole text themes	Theme; evidence selection	Connect events to themes such as freedom, friendship, family, courage, fairness and wildness, selecting strong evidence from across the novel.	Revisit freedom, friendship, family, courage, fairness and wildness. Match events to themes. Select the three strongest pieces of evidence for one theme. Explain how evidence from different parts supports the same idea.

2 – Which character shows the most courage?	Discussion; comparison; justification	Compare characters' courage and contribute to an evidence-based discussion, responding thoughtfully to alternative interpretations.	Prepare an evidence-based discussion. Compare Feo, Marina, Ilya and others. State an opinion, provide evidence and explain reasoning. Listen to and respond to alternative interpretations.
3 – Independent reading response	Independent inference and evidence	Independently answer a substantial reading question by locating relevant evidence and organising ideas into clear points rather than retelling the story.	Answer a substantial question such as 'How does Katherine Rundell show that Feo is brave?' Locate relevant evidence independently. Organise ideas into two or three clear points. Explain rather than retell.
4 – Final synthesis and reading assessment	Independent application	Independently apply vocabulary, retrieval, inference, prediction, summarising and language skills to an extract, connect it to the whole novel, and justify a recommendation or personal response with evidence.	Apply vocabulary, retrieval, inference, prediction, summary and language understanding to an extract. Link the extract to the whole novel. Give and justify a recommendation and explain a favourite character, event or theme using evidence.

Cycle 6 – Bubble Boy

Week 1 | Meet Joe and his world

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Session / reading focus	**Reading Focus**	**Learning objective**	**Granular knowledge to be taught**
01 ·	**Orientation and prediction**	To make a text-based prediction about Joe's life.	1. Identify author, title and blurb as sources of clues. 2. distinguish what is known from what is predicted. 3. use a detail to justify a prediction. 4. revisit it after reading.
02 ·	**Retrieving key facts**	To retrieve accurate information about Joe and his circumstances.	1. Locate explicit information in a selected opening extract. 2. distinguish narrator statements from reader assumptions. 3. scan for names, settings and routines. 4. answer using precise detail.
03 ·	**Vocabulary and word parts**	To work out meanings of unfamiliar words in context.	1. Read the whole sentence. 2. identify familiar roots and affixes.

			3. use nearby clues to test a meaning. 4. check a selected word in a dictionary. 5. explain its effect in the passage.
04 ·	**First-person viewpoint**	To explain how Joe's narration shapes our understanding.	1. Identify first-person pronouns. 2. distinguish what Joe knows from what readers infer. 3. notice his opinions and humour. 4. cite one phrase that reveals his viewpoint.

Week 2 | Routines, restrictions and feelings

Session	Reading focus	Learning objective	Granular knowledge to be taught
05 ·	**Summarising a routine**	To summarise the most important information across paragraphs.	1. Identify the topic of each paragraph. 2. separate essential facts from interesting details. 3. sequence key points. 4. write a concise summary without retelling every event.
06 ·	**Inference from behaviour**	To infer Joe's feelings using evidence.	1. Identify actions, thoughts and speech. 2. connect each clue to a plausible feeling. 3. distinguish inference from fact. 4. explain with "I think… because…".
07 ·	**Asking useful questions**	To ask questions that deepen comprehension.	1. Distinguish retrieval questions from inference questions. 2. identify gaps in understanding. 3. pose open questions about choices and restrictions. 4. return to the text for answers.

08 ·	**Language and atmosphere**	To explain how vocabulary creates a sense of place.	1. Locate descriptive words about Joe's environment. 2. distinguish literal description from emotional connotation. 3. explain how selected choices affect the reader. 4. support with a quotation.

Week 3 | Connections and relationships

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Session	Reading Focus	Learning objective	Granular knowledge to be taught
09 ·	**Character evidence**	To describe a supporting character using textual evidence.	1. Identify a character's words, actions and treatment of Joe. 2. separate description from judgement. 3. select two relevant clues. 4. explain what they suggest.
10 ·	**Dialogue and subtext**	To infer meaning from dialogue.	1. Identify speaker and context. 2. use reporting verbs and punctuation to read with expression. 3. notice what is said versus implied. 4. justify a relationship inference.
11 ·	**Comparing viewpoints**	To compare Joe's perspective with another character's.	1. Find what each person says or does about the same situation. 2. note agreement and difference. 3. avoid assuming another person's thoughts are stated. 4. explain both with evidence.
12 ·	**Prediction revisited**	To revise a prediction when new information appears.	1. Recall an earlier prediction. 2. identify confirming or contradicting evidence. 3. explain why a prediction changes. 4. make a new plausible prediction tied to a detail.

Week 4 | Choices, tensions and change

Session	reading focus	Learning objective	Granular knowledge to be taught
13 ·	**Cause and consequence**	To explain how an event affects later actions.	1. Sequence a key event and response. 2. distinguish cause from coincidence. 3. link actions to consequences. 4. explain the chain using “because”, “therefore” and “as a result”.
14 ·	**Tracking character change**	To explain how Joe’s thoughts develop.	1. Compare earlier and later comments. 2. identify a turning point. 3. select evidence from two extracts. 4. explain continuity or change rather than merely listing events.
15	**· Structure and suspense**	To explain how the writer encourages the reader to continue.	1. Notice chapter endings, withheld information and shifts in pace. 2. identify a question left unanswered. 3. explain how this creates anticipation 4. link effect to a structural choice.
16 ·	**Precise vocabulary**	To interpret words with more than one possible meaning.	1. Identify a word’s meaning in its sentence. 2. compare dictionary senses. 3. discuss figurative or emotional meaning where relevant 4. justify the best interpretation from context.

Week 5 | Exploring the big ideas

Session	Reading Focus	Learning objective	Granular knowledge to be taught

17 ·	**Identifying themes**	To identify a theme supported across the story.	1. Define theme as a recurring idea, not an event. 2. consider friendship, independence or hope where supported. 3. find evidence from separate moments. 4. express a theme as a general statement.
18 ·	**Evidence across extracts**	To justify an interpretation using more than one passage.	1. Form a clear claim about Joe. 2. select two distinct pieces of evidence. 3. explain how each supports the claim. 4. avoid quotation without explanation.
19 ·	**Evaluating a decision**	To discuss a character's decision fairly.	1. Identify the decision and information available at the time. 2. distinguish personal opinion from textual justification. 3. consider an alternative. 4. respond respectfully to another view.
20 ·	**Authorial language choices**	To explain how the writer evokes empathy or humour.	1. Identify a short phrase with a noticeable effect. 2. describe its literal meaning. 3. explore tone and reader response. 4. explain why that wording is effective in context.

Week 6 | Synthesis and independence

Session /	Reading Focus	Learning objective	Granular knowledge to be taught
21 ·	**Whole-text chronology**	To summarise major developments in the novel.	1. Select key turning points. 2. order them accurately. 3. explain why each matters to Joe's journey. 4. produce a concise whole-text summary.

22 ·	**Themes and character journey**	To explain how a theme develops across the novel.	1. Choose one supported theme. 2. compare early and later examples. 3. connect events to Joe's changing understanding. 4. articulate an overall message without claiming it is the only one.
23 ·	**Independent comprehension**	To answer retrieval, inference and language questions independently.	1. Read a new short extract twice. 2. identify question demand. 3. retrieve precise facts. 4. infer from clues. 5. explain a language choice using a quotation. 6. check answers against text.
24 ·	**Review and discussion**	To present and defend an interpretation of the novel.	1. State a reasoned opinion. 2. support it with two moments from the book. 3. listen and build on peers' ideas. 4. evaluate an earlier prediction. 5. identify a reading strategy to transfer.

Cycle 7- How to Train Your Dragon – How to Speak Dragonese

Week 1 | Entering the Viking world

Session	Reading Focus	Learning objective	Granular knowledge to be taught
01 · Book introduction and genre	Title, Blurb, Front cover	To identify fantasy-adventure conventions.	• Recognise invented settings, vikings and dragons. • Distinguish fantasy elements from realistic details. • Use title and opening to make evidence-based expectations.
02 · Meet Hiccup	Retrieval	To retrieve and infer character information.	• Locate facts about hiccup's role and relationships. • Distinguish direct description from inference. • Explain first impressions with a quotation.

03 · Setting and Viking society	Retrieval, vocabulary	To understand how setting shapes events.	• Retrieve details of the tribe and its expectations. • Identify unfamiliar setting vocabulary. • Explain how social rules influence hiccup.
04 · Narrator and humour	Explanation	To explain how narrative voice affects readers.	• Identify narrative viewpoint, comic exaggeration and asides. • Distinguish events from humorous commentary. • Explain one effect on the reader.

Week 2 | Dragonese and character relationships

Session /	Reading Focus	Learning objective	Granular knowledge to be taught
05 · Dragon language	Vocabulary	To use context to clarify invented vocabulary.	• Identify words or phrases presented as dragonese. • Infer meaning from surrounding dialogue. • Check inference against a character's response.
06 · Hiccup and Toothless	Inference and conclusions	To infer a relationship from dialogue and actions.	• Retrieve examples of exchanges. • Infer attitude and trust. • Compare what is said with what is done. • Justify a conclusion.
07 · Hiccup and Fishlegs	Comparisons, inference	To compare two characters.	• Select matching evidence for behaviour and feelings. • Identify similarity and difference. • Construct comparative sentences.
08 · Early challenges	Prediction, retrieval,	To predict from character and plot clues.	• Identify a problem and possible consequences. • Use two clues to predict. • Distinguish likely from merely possible outcomes. • Revisit predictions.

Week 3 | Adventure, danger and choices

Session	Reading Focus	Learning objective	Granular knowledge to be taught
09 · Following the action	Sequence, summarising	To sequence and summarise key events.	• Find time and cause markers. • Order 5–6 events. • Separate main events from minor comic detail. • Produce a concise summary.
10 · Suspense in an extract	Inference, retrieval, explanation	To analyse how tension is built.	• Find short sentences, verbs and withheld information. • Explain how each choice changes pace or uncertainty.
11 · Motives and decisions	Inference	To infer why characters act.	• Separate stated reasons from implied motives. • Use dialogue and action as evidence. • Explain how fear, loyalty or pride influences decisions.
12 · Vocabulary in context	Explanation, vocabulary	To explain shades of meaning.	• Identify unfamiliar descriptive verbs and adjectives. • Infer from context. • Compare near synonyms. • Explain the best-fit meaning.

Week 4 | Encounters and contrasting viewpoints

Session	Learning Focus	Learning objective	Granular knowledge to be taught
13 · Meeting new characters	Retrieval	To retrieve and update character knowledge.	• Record what new characters say, do and want. • Distinguish first impression from later evidence. • Revise a character profile.
14 · Camicazi and Hiccup	Comparison	To compare responses to danger.	• Identify contrasting decisions and speech. • Infer personality traits. • Explain how each contributes to events using evidence.

15 · Different viewpoints	Comparison, explanation	To recognise that characters interpret events differently.	• Identify what each character knows. • Compare reactions to the same event. • Explain how limited knowledge can lead to disagreement.
16 · An important turning point	Summarise, explain	To explain cause and effect.	• Identify a key change in the plot. • Trace its immediate causes and consequences. • Summarise why it matters.

Week 5 | Themes, language and development

Session	Reading Focus	Learning objective	Granular knowledge to be taught
17 · Leadership and courage	Themes in a text	To trace a theme across episodes.	• Define a theme. • Gather examples of brave or thoughtful choices. • Distinguish physical bravery from moral courage. • Support a thematic point.
18 · Friendship and loyalty	Inference, comparison	To explore how relationships develop.	• Compare earlier and later interactions. • Identify moments of help or conflict. • Infer how trust changes. • Support with two examples.
19 · Comedy and exaggeration	Vocabulary and language	To evaluate an author's language choices.	• Identify hyperbole, surprising comparisons or playful naming. • Explain literal versus intended meaning. • Discuss effect on tone.
20 · Hiccup's growth	Explanation, comparison	To track change over the novel.	• Compare hiccup's early and later decisions. • Identify experiences that influence him. • Explain change or continuity with evidence.

Assessment opportunity: pupils orally rehearse a point, locate supporting evidence and give a concise written explanation.

Week 6 | Resolution and independent interpretation

Session	Reading Focus	Learning objective	Granular knowledge to be taught
21 · Approaching the climax	Prediction	To make and test predictions.	• Identify unresolved dangers or questions. • Predict from established motives. • Check predictions against subsequent reading.
22 · Resolving the adventure	Sequencing, summarising	To summarise the ending.	• Sequence major events leading to resolution. • Explain how earlier problems are addressed. • Distinguish outcome from lesson or message.
23 · Comparing opening and ending	Explanation and summarising	To explain whole-text character development.	• Select early and late examples. • Compare hiccup's status, confidence and relationships. • Justify conclusions with evidence.
24 · Independent response	Evaluation and explanation with evidence	To evaluate a theme or author's choice.	• State a clear interpretation. • Select two relevant quotations or precise references. • Explain evidence. • Consider another reasonable reading.

Year 5

Component Knowledge Overview

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text structure- comparing and making links

• Asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • retrieve, record and present information from non-fiction • Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions • Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this. • Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations.	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context	• Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views • Make predictions about characters based upon reading so far- identifying a range of evidence within and beyond the text to support opinion. • Categorise predictions as likely/unlikely based upon what has been read so far. • Infer and comment on the possible causes of events and actions	• Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning • Read fiction and non-fiction texts that are structured in different ways • Identify structural organisers and make comparisons within and across books • Explain why the author has chosen to structure/present the text in a particular way or use a particular structural organiser • Identify, compare and contrast the features of a range of : poetry, non-fiction, fiction • Explain major differences between text types • Read for a range of purposes e.g. research, pleasure, locate specific

Granular Knowledge

Year 5

Cycle 1 – Put out the Light

Week 1 – Entering the world of the story

Session	Reading Focus	**Learning objective**	Granular knowledge to teach
1. Opening and first impressions	Prediction; retrieval; inference; vocabulary.	Use the title and opening to make evidence-based predictions, retrieve explicit information and explain an initial impression of a character.	• Know that the title gives the reader an initial clue about the subject or central idea of a text. • Know that the opening of a novel establishes characters, setting, situation and questions for the reader. • Know that a prediction should be based on textual clues rather than imagination alone. • Know how to distinguish a fact explicitly stated in the opening from an inference. • Know that first impressions of a character can be revised as more evidence is revealed.
2. What does 'Put Out the Light' mean?	Vocabulary in context; inference; language.	Explain the literal and wartime meanings of the title, using historical vocabulary and clues from the text to support an interpretation.	• Know the literal meaning of the phrase 'put out the light'. • Know that 'put out the light' has a specific historical meaning in the context of wartime blackouts. • Know what a blackout was and why lights were restricted during air raids. • Know the meanings of key historical vocabulary such as blackout, air raid, ARP and warden. • Know that a title can have literal, contextual and symbolic meanings.

3. Building a wartime setting	Retrieval; inference; historical context.	Describe the wartime setting and explain how selected details establish the historical context and create atmosphere.	• Know that setting includes place, time, social conditions and atmosphere. • Know that historical details can establish when and where a fictional story takes place. • Know that Sheffield was affected by bombing during the Second World War. • Know how details about sounds, darkness, buildings, aircraft and people can create atmosphere. • Know how to select textual evidence to describe a setting rather than simply listing details.
4. Paul as narrator	Inference; viewpoint; characterisation.	Explain how Paul's first-person viewpoint shapes the information the reader receives and infer aspects of his character using evidence.	• Know that a narrator is the voice through which a story is told. • Know that first-person narration can give access to a character's thoughts, feelings and opinions. • Know that a narrator's description may reflect their own attitudes and experiences. • Know how dialogue and actions provide evidence about personality. • Know that a narrator may not know everything happening elsewhere in the story.

Week 2 – Mystery, danger and characterisation

Session	Year 5 reading focus	**Learning objective**	Granular knowledge to teach
5. Sally and the family	Inference; characterisation; dialogue.	Infer aspects of Sally and the family's personalities and relationships by using dialogue, actions and precise textual evidence.	• Know that characterisation is built through actions, dialogue, thoughts, relationships and description. • Know that a character's behaviour can provide evidence about personality. • Know how dialogue can reveal relationships between characters. • Know the difference between what a character says and what their actions suggest. • Know how to support an interpretation of a character with precise textual evidence.
6. Warden Crane and the blackout	Historical vocabulary; inference; dialogue.	Explain Warden Crane's role and infer his attitudes and authority from his dialogue and behaviour in the context of the blackout.	• Know the role of an air-raid warden during the Second World War. • Know why blackouts were important for civilian safety. • Know that authority can be communicated through commands, behaviour and dialogue. • Know how a character's actions can reveal their priorities and attitudes. • Know that the reader can infer tension from the way characters respond to rules and danger.
7. A mystery begins	Prediction; inference; retrieval.	Identify clues that establish a mystery and make a prediction supported by evidence, then review it as new information emerges.	• Know that mystery is created when the reader has incomplete information. • Know how writers use clues, unanswered questions and suspicious behaviour to create mystery. • Know the difference between a prediction and a certainty. • Know that a strong prediction should be supported by evidence from the text. • Know that later events may confirm, change or disprove an earlier prediction.
8. How does Deary create tension?	Language; structure; authorial intent.	Explain how sentence length, unanswered questions, dialogue and setting details combine to create tension for the reader.	• Know that short sentences can increase pace and create a sense of urgency. • Know that unanswered questions can make the reader want to continue reading. • Know that dialogue can speed up a scene and reveal conflict. • Know that setting details can make a situation feel threatening. • Know that pacing is the speed at which events appear to happen in a narrative. • Know that tension is the feeling of uncertainty or anticipation created for the reader.

Week 3 – Two countries, two perspectives

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
9. Moving between settings	Structure; comparison; retrieval.	Track changes between locations and storylines, explaining how these shifts affect the reader's focus and understanding.	• Know that the novel moves between different locations and groups of characters. • Know that a change of setting can change the mood, focus and information available to the reader. • Know that parallel storylines are separate strands of a narrative that develop alongside each other. • Know how to track which character and location a section belongs to. • Know that contrasting settings can highlight similarities and differences between experiences.
10. Manfred and the German boys	Inference; characterisation; viewpoint.	Infer Manfred's motives and viewpoint from his words and actions, avoiding assumptions about characters based on group identity.	• Know that characters should be judged from evidence about their individual actions rather than assumptions about a whole group. • Know that dialogue can reveal beliefs, fears, loyalties and relationships. • Know that thoughts and actions can sometimes conflict. • Know how to infer motives from what a character says and does. • Know that a character's viewpoint may be different from the author's viewpoint.
11. Understanding historical context	Vocabulary; context; retrieval.	Explain key historical vocabulary and distinguish historical facts from fictional events in order to interpret the story's context.	• Know the meanings of key historical terms encountered in the novel, including Luftwaffe, Hitler Youth, Gestapo and prisoner. • Know that historical context helps explain why characters behave and respond in particular ways. • Know that readers may need background knowledge to understand references in historical fiction. • Know the difference between a historical fact and a fictional event within a historical setting. • Know how precise vocabulary can make a historical setting convincing.
12. Comparing children's experiences	Comparison; inference; viewpoint.	Compare the children's experiences across the two storylines, using evidence to explain similarities and differences in safety, family, freedom and responsibility.	• Know that comparison identifies similarities and differences. • Know how to compare characters using the same categories, such as safety, family, freedom and responsibility. • Know that different characters can experience the same historical event differently. • Know how to select evidence from both storylines for a comparison. • Know that comparing viewpoints can deepen understanding of the effects of war.

Week 4 – War, choices and consequences

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
13. When danger becomes real	Structure; atmosphere; inference.	Explain how changes in pace, atmosphere and character behaviour communicate the	• Know the difference between anticipation of danger and experiencing danger. • Know that writers can change pace when a threat becomes immediate. • Know how sentence length, action, dialogue and description can increase urgency. • Know that atmosphere is the emotional feeling created by a setting or event.

		shift from anticipated danger to immediate threat.	• Know how a character's behaviour can show fear without the writer directly stating 'they were frightened'.
14. Choices under pressure	Inference; motive; evaluation.	Explain a character's motive and the likely consequences of a decision, then evaluate the choice using evidence from the text.	• Know that a character's motive is the reason behind a decision or action. • Know that decisions can be influenced by fear, loyalty, responsibility and self-preservation. • Know that consequences are the results of decisions or actions. • Know how to distinguish between explaining a character's choice and judging it. • Know that readers can reasonably disagree about whether a character made the right decision, provided they use evidence.
15. Cause and consequence	Structure; cause and effect; retrieval.	Trace a sequence of connected events across the narrative and explain how causes and consequences shape plot development.	• Know that narratives are connected through cause-and-effect relationships. • Know that one event can cause another event to happen. • Know how connectives such as because, therefore, consequently and as a result signal relationships. • Know how to trace a sequence of events across more than one chapter or storyline. • Know that understanding cause and consequence helps the reader explain plot development.
16. Summarising a section	Summary; main ideas; structure.	Write a concise summary of a section by selecting main events, combining related information and using their own words.	• Know that a summary contains the most important information rather than every detail. • Know how to identify the main event or main idea in a section. • Know how to remove repetition, minor description and examples that are not essential. • Know how to combine related events into one concise statement. • Know that a summary should normally be written in the reader's own words.

Week 5 – Themes, language and authorial choices

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
17. Friendship and loyalty	Theme; inference; evidence.	Identify how friendship, loyalty and trust are developed through different characters and events, supporting ideas with evidence.	• Know that a theme is a central idea explored repeatedly across a text. • Know what friendship, loyalty and trust mean in the context of relationships. • Know how characters' relationships change when they are under pressure. • Know how to track a theme through more than one event or character. • Know that evidence for a theme can come from actions, dialogue and consequences.
18. Courage and survival	Theme; inference; evaluation.	Explain different forms of courage and distinguish courage from recklessness by comparing characters' responses to danger.	• Know that courage does not always mean physical bravery. • Know that courage can involve making difficult choices, helping others or continuing despite fear. • Know how to distinguish courage from recklessness. • Know how characters respond differently to danger. • Know how to build a thematic interpretation using more than one example.
19. Humour in a serious story	Language; tone; authorial intent.	Identify examples of humour and explain how Deary uses dialogue, word	• Know that humour can change the tone of a narrative. • Know that humour can make characters feel more realistic and relatable. • Know that humour can provide relief after tense or frightening events.

		choice and shifts in tone to influence the reader.	• Know that dialogue and word choice can create comic effects. • Know that an author can use contrasting tones deliberately to influence the reader.
20. Deary's language and viewpoint	Language; viewpoint; authorial intent.	Analyse how Deary's language and viewpoint shape the reader's understanding of characters and make the historical story accessible.	• Know that authors select language to influence how readers understand characters and events. • Know that informal language can create a conversational or accessible voice. • Know how vivid verbs and adjectives can strengthen description. • Know that viewpoint affects which information the reader receives. • Know that authorial choices can make historical events accessible to a younger audience.

Cycle 1 – Put out the Light

Week 1 – Entering the world of the story

Session	Reading Focus	**Learning objective**	Granular knowledge to teach
1. Opening and first impressions	Prediction; retrieval; inference; vocabulary.	Use the title and opening to make evidence-based predictions, retrieve explicit information and explain an initial impression of a character.	• Know that the title gives the reader an initial clue about the subject or central idea of a text. • Know that the opening of a novel establishes characters, setting, situation and questions for the reader. • Know that a prediction should be based on textual clues rather than imagination alone. • Know how to distinguish a fact explicitly stated in the opening from an inference. • Know that first impressions of a character can be revised as more evidence is revealed.
2. What does 'Put Out the Light' mean?	Vocabulary in context; inference; language.	Explain the literal and wartime meanings of the title, using historical vocabulary and clues from the text to support an interpretation.	• Know the literal meaning of the phrase 'put out the light'. • Know that 'put out the light' has a specific historical meaning in the context of wartime blackouts. • Know what a blackout was and why lights were restricted during air raids. • Know the meanings of key historical vocabulary such as blackout, air raid, ARP and warden. • Know that a title can have literal, contextual and symbolic meanings.
3. Building a wartime setting	Retrieval; inference; historical context.	Describe the wartime setting and explain how selected details establish the historical context and create atmosphere.	• Know that setting includes place, time, social conditions and atmosphere. • Know that historical details can establish when and where a fictional story takes place. • Know that Sheffield was affected by bombing during the Second World War. • Know how details about sounds, darkness, buildings, aircraft and people can create atmosphere. • Know how to select textual evidence to describe a setting rather than simply listing details.
4. Paul as narrator	Inference; viewpoint; characterisation.	Explain how Paul's first-person viewpoint shapes the information the reader receives and infer aspects of his character using evidence.	• Know that a narrator is the voice through which a story is told. • Know that first-person narration can give access to a character's thoughts, feelings and opinions. • Know that a narrator's description may reflect their own attitudes and experiences. • Know how dialogue and actions provide evidence about personality. • Know that a narrator may not know everything happening elsewhere in the story.

Week 2 – Mystery, danger and characterisation

Session	Year 5 reading focus	**Learning objective**	Granular knowledge to teach
5. Sally and the family	Inference; characterisation; dialogue.	Infer aspects of Sally and the family's personalities and relationships by using dialogue, actions and precise textual evidence.	• Know that characterisation is built through actions, dialogue, thoughts, relationships and description. • Know that a character's behaviour can provide evidence about personality. • Know how dialogue can reveal relationships between characters. • Know the difference between what a character says and what their actions suggest. • Know how to support an interpretation of a character with precise textual evidence.
6. Warden Crane and the blackout	Historical vocabulary; inference; dialogue.	Explain Warden Crane's role and infer his attitudes and authority from his dialogue and behaviour in the context of the blackout.	• Know the role of an air-raid warden during the Second World War. • Know why blackouts were important for civilian safety. • Know that authority can be communicated through commands, behaviour and dialogue. • Know how a character's actions can reveal their priorities and attitudes. • Know that the reader can infer tension from the way characters respond to rules and danger.
7. A mystery begins	Prediction; inference; retrieval.	Identify clues that establish a mystery and make a prediction supported by evidence, then review it as new information emerges.	• Know that mystery is created when the reader has incomplete information. • Know how writers use clues, unanswered questions and suspicious behaviour to create mystery. • Know the difference between a prediction and a certainty. • Know that a strong prediction should be supported by evidence from the text. • Know that later events may confirm, change or disprove an earlier prediction.
8. How does Deary create tension?	Language; structure; authorial intent.	Explain how sentence length, unanswered questions, dialogue and setting details combine to create tension for the reader.	• Know that short sentences can increase pace and create a sense of urgency. • Know that unanswered questions can make the reader want to continue reading. • Know that dialogue can speed up a scene and reveal conflict. • Know that setting details can make a situation feel threatening. • Know that pacing is the speed at which events appear to happen in a narrative. • Know that tension is the feeling of uncertainty or anticipation created for the reader.

Week 3 – Two countries, two perspectives

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
9. Moving between settings	Structure; comparison; retrieval.	Track changes between locations and storylines, explaining how these shifts affect the reader's focus and understanding.	• Know that the novel moves between different locations and groups of characters. • Know that a change of setting can change the mood, focus and information available to the reader. • Know that parallel storylines are separate strands of a narrative that develop alongside each other. • Know how to track which character and location a section belongs to. • Know that contrasting settings can highlight similarities and differences between experiences.

10. Manfred and the German boys	Inference; characterisation; viewpoint.	Infer Manfred's motives and viewpoint from his words and actions, avoiding assumptions about characters based on group identity.	• Know that characters should be judged from evidence about their individual actions rather than assumptions about a whole group. • Know that dialogue can reveal beliefs, fears, loyalties and relationships. • Know that thoughts and actions can sometimes conflict. • Know how to infer motives from what a character says and does. • Know that a character's viewpoint may be different from the author's viewpoint.
11. Understanding historical context	Vocabulary; context; retrieval.	Explain key historical vocabulary and distinguish historical facts from fictional events in order to interpret the story's context.	• Know the meanings of key historical terms encountered in the novel, including Luftwaffe, Hitler Youth, Gestapo and prisoner. • Know that historical context helps explain why characters behave and respond in particular ways. • Know that readers may need background knowledge to understand references in historical fiction. • Know the difference between a historical fact and a fictional event within a historical setting. • Know how precise vocabulary can make a historical setting convincing.
12. Comparing children's experiences	Comparison; inference; viewpoint.	Compare the children's experiences across the two storylines, using evidence to explain similarities and differences in safety, family, freedom and responsibility.	• Know that comparison identifies similarities and differences. • Know how to compare characters using the same categories, such as safety, family, freedom and responsibility. • Know that different characters can experience the same historical event differently. • Know how to select evidence from both storylines for a comparison. • Know that comparing viewpoints can deepen understanding of the effects of war.

Week 4 – War, choices and consequences

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
13. When danger becomes real	Structure; atmosphere; inference.	Explain how changes in pace, atmosphere and character behaviour communicate the shift from anticipated danger to immediate threat.	• Know the difference between anticipation of danger and experiencing danger. • Know that writers can change pace when a threat becomes immediate. • Know how sentence length, action, dialogue and description can increase urgency. • Know that atmosphere is the emotional feeling created by a setting or event. • Know how a character's behaviour can show fear without the writer directly stating 'they were frightened'.
14. Choices under pressure	Inference; motive; evaluation.	Explain a character's motive and the likely consequences of a decision, then evaluate the choice using evidence from the text.	• Know that a character's motive is the reason behind a decision or action. • Know that decisions can be influenced by fear, loyalty, responsibility and self-preservation. • Know that consequences are the results of decisions or actions. • Know how to distinguish between explaining a character's choice and judging it. • Know that readers can reasonably disagree about whether a character made the right decision, provided they use evidence.
15. Cause and consequence	Structure; cause and effect; retrieval.	Trace a sequence of connected events across the narrative and explain how	• Know that narratives are connected through cause-and-effect relationships. • Know that one event can cause another event to happen. • Know how connectives such as because, therefore, consequently and as a result signal

		causes and consequences shape plot development.	relationships. • Know how to trace a sequence of events across more than one chapter or storyline. • Know that understanding cause and consequence helps the reader explain plot development.
16. Summarising a section	Summary; main ideas; structure.	Write a concise summary of a section by selecting main events, combining related information and using their own words.	• Know that a summary contains the most important information rather than every detail. • Know how to identify the main event or main idea in a section. • Know how to remove repetition, minor description and examples that are not essential. • Know how to combine related events into one concise statement. • Know that a summary should normally be written in the reader's own words.

Week 5 – Themes, language and authorial choices

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
17. Friendship and loyalty	Theme; inference; evidence.	Identify how friendship, loyalty and trust are developed through different characters and events, supporting ideas with evidence.	• Know that a theme is a central idea explored repeatedly across a text. • Know what friendship, loyalty and trust mean in the context of relationships. • Know how characters' relationships change when they are under pressure. • Know how to track a theme through more than one event or character. • Know that evidence for a theme can come from actions, dialogue and consequences.
18. Courage and survival	Theme; inference; evaluation.	Explain different forms of courage and distinguish courage from recklessness by comparing characters' responses to danger.	• Know that courage does not always mean physical bravery. • Know that courage can involve making difficult choices, helping others or continuing despite fear. • Know how to distinguish courage from recklessness. • Know how characters respond differently to danger. • Know how to build a thematic interpretation using more than one example.
19. Humour in a serious story	Language; tone; authorial intent.	Identify examples of humour and explain how Deary uses dialogue, word choice and shifts in tone to influence the reader.	• Know that humour can change the tone of a narrative. • Know that humour can make characters feel more realistic and relatable. • Know that humour can provide relief after tense or frightening events. • Know that dialogue and word choice can create comic effects. • Know that an author can use contrasting tones deliberately to influence the reader.
20. Deary's language and viewpoint	Language; viewpoint; authorial intent.	Analyse how Deary's language and viewpoint shape the reader's understanding of characters and make the historical story accessible.	• Know that authors select language to influence how readers understand characters and events. • Know that informal language can create a conversational or accessible voice. • Know how vivid verbs and adjectives can strengthen description. • Know that viewpoint affects which information the reader receives. • Know that authorial choices can make historical events accessible to a younger audience.

Session	Year 5 reading focus	Learning Objective	Granular knowledge to teach
21. How does the structure work?	Structure; comparison; authorial intent.	Explain how the novel's parallel storylines and shifts in location or viewpoint shape suspense, pace and reader expectations.	Know that narrative structure refers to how a story is organised. • Know that the novel uses more than one storyline and viewpoint. • Know how switching between locations can create suspense by delaying information. • Know how parallel storylines can eventually connect. • Know that structural ch
22. Character development across the novel	Characterisation; inference; comparison.	Trace a character's development from the beginning to the end of the novel, explaining changes and their causes with evidence from across the text.	• Know that characters can change in knowledge, confidence, attitudes, relationships and circumstances. • Know how to compare a character's situation at the beginning and end of a text. • Know that character development is shown through actions, dialogue, thoughts and reactions. • Know how to select evidence from different points in the novel. • Know that a strong character response explains both the change and what caused it.
23. What is the novel saying about war?	Theme; inference; evaluation.	Develop an evidence-based interpretation of the novel's messages about war, drawing on themes and events from across the whole text.	• Know that a theme can develop across several characters and events. • Know that historical fiction can communicate ideas about real historical experiences. • Know that possible messages about war may include the effects on civilians, friendship across divisions, courage and survival. • Know the difference between a theme, an author's message and a personal response. • Know that interpretations should be supported by evidence from the whole text.
24. Final critical reading response	Retrieval; vocabulary; inference; summary; language; structure; evaluation.	Independently combine retrieval, vocabulary, inference, summary, language and structural analysis, and evaluation in a critical response supported by evidence from across the novel.	• Know how to retrieve explicit information accurately. • Know how to explain the meaning of unfamiliar vocabulary using context. • Know how to make an inference and support it with evidence. • Know how to summarise a section or whole-text idea concisely. • Know how to explain the effect of a language or structural choice. • Know how to evaluate the author's effectiveness and justify a personal response. • Know how to bring together evidence from different parts of a novel.

Cycle 2- The Jamie Drake Equation

WEEK 1 – Entering Jamie's World

Reading focus: Retrieval, vocabulary and initial inference Text: Approximately Chapters 1–4

Session	Reading focus	Learning objective	Granular knowledge to teach

1. Understanding the opening	Retrieve key information about Jamie, his family, his dad's mission and his circumstances. Create a "What we know about Jamie" evidence grid.	**To retrieve explicit information about Jamie and distinguish facts from inferences.**	• How an author introduces a narrator/protagonist • Explicit information vs inference • How first-person narration gives access to Jamie's thoughts • Retrieval requires returning to the text, not relying on memory
2. Vocabulary in context	Explore vocabulary connected to space, science and Jamie's world. Explain meanings in context, then substitute synonyms and discuss changes in meaning.	**To explain unfamiliar vocabulary using context and evaluate alternative word choices.**	• Context can help determine an unfamiliar word's meaning • Use surrounding sentences, punctuation and known vocabulary • Literal vs figurative meanings • Use morphology where appropriate
3. Inferring Jamie	Infer how Jamie feels about his dad being in space. Build responses using Point → Evidence → Explanation.	**To infer Jamie's feelings about his dad's mission and justify ideas with evidence.**	• Inference combines textual evidence with what we know • An inference needs evidence • Feelings can be inferred from actions, dialogue and thoughts
4. Narrative voice	Identify features of Jamie's voice. Find examples of humour and discuss what they tell us about Jamie. Exit question: What impression of Jamie has Edge created?	**To explain how first-person narration and humour shape the reader's impression of Jamie.**	• First-person narration uses I/we/my • A narrator's voice reveals personality • Humour, exaggeration and informal language establish character • Narrator ≠ author

WEEK 2 – Curiosity, Science and the Mysterious Signal
Reading focus: Vocabulary, retrieval, inference and questioning Text: Approximately Chapters 5–8

Session	Reading Focus	Learning objective	Granular knowledge to teach
5. Reading scientific vocabulary	Explore vocabulary such as astronomer, observatory, signal, transmission, frequency, civilisation and equation. Create a contextual glossary.	**To define scientific vocabulary accurately using context and word roots.**	• Subject-specific vocabulary has precise meanings • Technical vocabulary needs contextual understanding • Definitions can be constructed from surrounding information • Word roots can provide clues

6. Asking effective questions	Generate questions about the observatory, scientist and signal. Sort into retrieval / inference / prediction / evaluation.	**To formulate and classify questions that deepen understanding of the mystery.**	• Different questions demand different levels of thinking • Retrieval questions have explicit answers • Inferential questions require evidence and reasoning • Questions can clarify ambiguity
7. The Drake Equation	Explain what Jamie learns about the Drake Equation and why it matters to the story. Produce a concise three-sentence summary.	**To summarise the Drake Equation's significance and distinguish scientific ideas from fictional events.**	• Scientific information can be embedded within fiction • Distinguish fact from fictional events • Identify the main idea of an explanation • Summarise without copying
8. The mysterious message	Analyse the strange signal. Make three predictions, each supported by a textual clue. Revisit predictions after further reading.	**To make and revisit predictions about the signal using explicit and implied clues.**	• Authors withhold information to create mystery • Clues can be explicit or implied • Predictions should be grounded in textual evidence • Strong predictions acknowledge uncertainty

WEEK 3 – Characters, Relationships and Motivation

Reading focus: Inference, evidence, viewpoint and character development Text: Approximately Chapters 9–13

Session	Reading Focus	Learning objective	Granular knowledge to teach
9. Reading between the lines	Infer Jamie's changing feelings. Rank evidence from weak → strong and justify choices.	**To infer Jamie's changing feelings and evaluate the strength of supporting evidence.**	• Authors do not always state emotions directly • Actions, dialogue and reactions reveal feelings • One piece of evidence can support more than one interpretation
10. Motivation	Use a motivation map: event → feeling → thought → decision → action.	**To explain a character's motivations by linking events, feelings, decisions and actions.**	• Motivation explains why a character acts • Motivation can have several causes • Feelings and motivations are not necessarily the same
11. Relationships	Examine Jamie's relationships with family members and other key characters. Compare what Jamie says, thinks and does.	**To analyse Jamie's relationships using evidence from his thoughts, speech and actions.**	• Relationships are revealed through dialogue, actions and what characters do not say • Different characters may interpret the same event differently

12. Changing your mind	Return to an earlier prediction/interpretation. Write: “At first I thought…, now I think…, because…”	**To revise an earlier interpretation in response to new textual evidence.**	• Readers form interpretations from evidence • New evidence can change an interpretation • Good readers revise their thinking

WEEK 4 – Suspense, Structure and the Science-Fiction Genre
Reading focus: Authorial intent, structure, language and prediction Text: Approximately Chapters 14–18

Session	Reading Focus	Learning objective	Granular knowledge to teach
13. Building suspense	Annotate an extract for language/structure choices that create suspense. Explain the effect on the reader.	**To explain how language and structural choices create suspense for the reader.**	• Suspense is created through uncertainty, danger and withheld information • Short sentences can alter pace • Questions create anticipation • Paragraphs can control reading speed
14. Sentence and punctuation choices	Compare selected sentences from a tense section. Discuss how changing sentence length/punctuation would affect the reader.	**To analyse how sentence length, repetition and punctuation influence tension and pace.**	• Sentence length influences pace • Repetition can emphasise an idea • Punctuation can create pauses, tension or emphasis
15. Structure and cliffhangers	Examine chapter endings. Identify the question/problem left in the reader’s mind and predict what the author wants us to read next.	**To explain how cliffhangers shape reader expectations and encourage continued reading.**	• Narrative structure determines when information is revealed • Chapters can end with a question or problem • Cliffhangers encourage readers to continue
16. Genre knowledge	Identify science-fiction conventions. Discuss how the novel balances real science with imagined possibilities.	**To identify science-fiction conventions and explain how real science supports imagined events.**	• Science fiction combines scientific concepts with imagined possibilities • Genre creates reader expectations • Fiction can contain accurate scientific information

WEEK 5 – Crisis, Viewpoint and Critical Reading
Reading focus: Inference, comparison, viewpoint, authorial intent and evaluation Text: Approximately Chapters 19–23

Session	Reading Focus	Learning objective	Granular knowledge to teach
17. Tracking the plot	Create a cause-and-effect chain of the developing crisis. Identify which	**To trace causes and consequences of the crisis and identify the most significant events.**	• Narrative events have causes and consequences • Important events affect subsequent events

	events are essential to understanding the plot.		• A summary focuses on key events rather than minor details
18. Multiple viewpoints	Compare Jamie's viewpoint with another character's. Identify what each character knows, believes and feels.	**To compare characters' viewpoints and explain how their experiences shape them.**	• Different characters can respond differently to the same event • Viewpoint is shaped by knowledge, experience and emotion • Character opinion should be distinguished from fact
19. Evaluating decisions	Was Jamie right to act as he did? Build a for/against evidence table, then formulate a reasoned judgement.	**To evaluate Jamie's decisions and reach a balanced judgement supported by evidence.**	• Evaluation requires a judgement • A judgement must be supported with evidence • Readers can disagree if they justify their interpretation
20. Language and emotional impact	Explore emotionally significant vocabulary. Replace key words with alternatives and discuss how the reader's response changes.	**To explain how emotive vocabulary and connotations influence the reader's response.**	• Word choice can position readers to feel sympathy, fear, excitement or concern • Connotations affect interpretation • Authors select words deliberately

WEEK 6 – Resolution, Themes and Whole-Text Evaluation
Reading focus: Summarising, comparison, theme, authorial intent and evaluation Text: Final chapters + whole novel

Session	Reading Focus	Learning objective	Granular knowledge to teach
21. Following the resolution	Identify earlier clues that become important in the resolution. Create a clue → development → resolution chain.	**To connect earlier clues with the resolution and explain how the ending brings plot threads together.**	• A resolution brings together narrative threads • Earlier clues may become significant later • Readers can look backwards to understand an ending
22. Summarising the whole novel	Produce a 50-word → 30-word → 15-word summary. Discuss what must remain and what can be removed.	**To summarise the whole novel concisely while retaining its essential events and ideas.**	• A summary identifies the most important information • Minor details should be omitted • Events should be sequenced logically • A summary should be concise
23. Themes and messages	Explore themes such as family, curiosity, courage, loneliness, science, responsibility and hope.	**To explain key themes and messages using evidence from across the novel.**	• A theme is an idea explored throughout a text, not simply a topic • Themes need evidence from different points in the

	Find evidence from at least three points.		novel • More than one interpretation may be valid
24. Final evaluation	Final response: "How successfully does Christopher Edge combine science, adventure and emotion to tell Jamie's story?" Use evidence from across the novel.	**To evaluate how effectively Christopher Edge combines science, adventure and emotion, using whole-text evidence.**	• Evaluation involves a reasoned judgement • Evidence can come from across the text • Strong responses acknowledge alternative interpretations

Cycle 3- Polar Bear Explorers Club

Week 1 — Entering the world of the Explorers' Club

Big question: How does Alex Bell establish an unusual world and make us want to read on?

Session	Reading focus	Learning objective	Granular knowledge
1-First impressions and genre	Prediction and genre	I can use clues in the opening to predict the genre and atmosphere of the story.	Use title/cover/blurb as paratext; infer genre, audience and possible themes; distinguish prediction from fact and revise predictions when new evidence appears. Key vocabulary: genre, fantasy, adventure, paratext, prediction Expected outcome: Make a prediction and support it with a clue from the cover/opening.
2-Introducing Stella	Inference and character	I can infer what Stella is like and support my ideas with evidence from the text.	Characterisation is revealed through speech, thoughts, actions and others' responses; distinguish explicit information from inference; support views with precise evidence. Key vocabulary: characterisation, trait, narrator, inference, evidence Expected outcome: Write a supported inference about Stella using a textual reference.
3- World-building and setting	Retrieval and setting	I can retrieve details about the setting and explain how they help build the story world.	Setting includes place, conditions and social rules; fantasy combines recognisable and imagined elements; setting can create wonder, danger or uncertainty. Key vocabulary: world-building, atmosphere, hostile, enchanting, contrast Expected outcome: Annotate setting details and explain their effect on the reader.
4- Vocabulary detectives	Vocabulary in context	I can work out the meaning of unfamiliar words using context and word parts.	Use context, roots, prefixes, suffixes and dictionaries; consider connotations as well as definitions; check whether a meaning fits the passage. Key vocabulary: morphology, root, prefix, suffix, connotation, context Expected outcome: Create a vocabulary log with meaning, clues and an example sentence.

Week 2 — Rules, relationships and belonging

Big question: Who belongs in this world, and who gets to decide?

Session	Reading focus	Learning objective	Granular knowledge
5- The Club and its rules	Retrieval and inference	I can retrieve information about the Explorers' Club rules and infer why they exist.	Identify explicit rules and infer unspoken expectations; explain how rules affect choices; distinguish a character's opinion from the narrator's presentation. Key vocabulary: expectation, convention, authority, restriction, privilege Expected outcome: Explain how a rule shapes a character's choice or the plot.
6- Stella's identity and belonging	Inference and character	I can infer how a character's identity affects their experiences and opportunities.	Identity is shaped by family, experience and how others treat someone; compare self-perception with others' views; avoid generalising from one action. Key vocabulary: identity, belonging, outsider, acceptance, perspective Expected outcome: Support a view about Stella's belonging with two pieces of evidence.
7- Relationships and dialogue	Inference from dialogue	I can use dialogue and actions to infer characters' feelings, motives and relationships.	Dialogue can reveal power, affection, tension or misunderstanding; stated reasons may differ from implied motives; interpretations need evidence. Key vocabulary: dialogue, motive, tension, subtext, relationship Expected outcome: Annotate an exchange and explain what it reveals about a relationship.
8- Comparing characters	Compare and contrast	I can compare characters using similarities and differences supported by evidence.	A strong comparison explains similarities and differences; use comparative connectives; consider how characters respond differently to a shared challenge. Key vocabulary: compare, contrast, resilient, cautious, impulsive, resourceful Expected outcome: Write a comparative paragraph supported by evidence for both characters.

Week 3 — Expedition, danger and suspense

Big question: How does the author keep the reader curious and create tension?

Session	Reading focus	Learning objective	Granular knowledge
9- The expedition as a plot engine	Cause and consequence	I can explain links between events, causes and consequences in the expedition.	Distinguish main events from supporting details; identify how events connect; explain how decisions create consequences and move the plot forward. Key vocabulary: sequence, cause, consequence, turning point, conflict Expected outcome: Create a cause-and-effect chain for a key sequence.
10- Predicting from clues	Prediction	I can make and justify predictions using explicit and implied clues.	Separate explicit from implied clues; combine clues; predictions are provisional and should be revised when evidence changes. Key vocabulary: explicit, implied, foreshadowing, hypothesis, revise Expected outcome: Make a prediction, cite two clues and later evaluate it.

11- Suspense and pacing	Language and structure	I can explain how language and sentence or chapter structure build suspense.	Short sentences, withheld information, cliff-hangers, paragraph breaks and changes of pace can build suspense; consider what readers know or do not know. Key vocabulary: suspense, pacing, cliff-hanger, reveal, anticipation Expected outcome: Explain how a structural choice builds tension or encourages reading on.
12- Danger and decision-making	Inference and textual evidence	I can infer why characters make choices and justify my interpretation with evidence.	Feelings and motives may be implied by actions, dialogue and physical reactions; characters may interpret danger differently; justify inferences with evidence. Key vocabulary: motive, apprehension, resolve, instinct, evidence Expected outcome: Explain a character's decision and the clues supporting the inference.

Week 4 — Language, imagery and the fantastic

Big question: How does the author make an imaginary world feel vivid and believable?

Session	Reading focus	Learning objective	Granular knowledge
13- Figurative language and imagery	Figurative language	I can identify figurative language and explain its effect on the reader.	Identify simile, metaphor or personification where used; explain the image and its effect rather than only naming the technique; consider reader response. Key vocabulary: figurative language, simile, metaphor, personification, imagery Expected outcome: Explain the picture, feeling or idea created by a selected phrase.
14- Word choice and connotation	Vocabulary in context	I can explain how word choices and connotations shape mood and meaning.	Similar words can have different connotations; verbs and adjectives affect pace, mood and character impression; evaluate impact on the reader. Key vocabulary: connotation, tone, precise, vivid, ominous, exhilarating Expected outcome: Compare word choices and justify which is more effective and why.
15- Fantasy conventions and originality	Genre and conventions	I can identify fantasy conventions and explain how they contribute to the novel.	Fantasy may include invented creatures, impossible events, quests and unfamiliar rules; conventions signal genre; authors may subvert expectations. Key vocabulary: convention, trope, magical, fantastical, subvert, originality Expected outcome: Identify a convention and explain how the novel uses or changes it.
16- Perspective and reliability	Point of view	I can identify viewpoint and consider how it shapes what the reader knows.	Narrative viewpoint affects access to events and thoughts; readers may know only what the viewpoint allows; distinguish narrator information from character assumptions. Key vocabulary: viewpoint, perspective, narrator, reliable, assumption Expected outcome: Explain how viewpoint shapes understanding of a scene.

Week 5 — Themes, choices and authorial purpose

Big question: What ideas does the story invite us to think about?

Session	Reading focus	Learning objective	Granular knowledge
17- Courage and resilience	Themes and evidence	I can explore the theme of courage and support my ideas with evidence.	Courage does not mean absence of fear; resilience is shown through responses to setbacks; use evidence from different points in the story. Key vocabulary: courage, resilience, perseverance, vulnerability, setback Expected outcome: Explain a character's response to a challenge with evidence.
18- Inclusion, fairness and prejudice	Themes and viewpoint	I can discuss inclusion, fairness or prejudice and explain how the text presents these ideas.	Identify attitudes and assumptions; consider barriers and opportunities; reflect on whose perspective is represented and whose may be missing. Key vocabulary: inclusion, prejudice, fairness, bias, opportunity, exclusion Expected outcome: Build an evidence-based view about a barrier or unfair expectation.
19- Friendship, trust and teamwork	Inference and justification	I can explain how friendship, trust and teamwork are developed through events and dialogue.	Trust can develop or be tested; teamwork draws on different strengths and may involve disagreement; trace changes and their causes. Key vocabulary: trust, loyalty, cooperation, conflict, compromise Expected outcome: Explain how a relationship develops, using evidence from more than one moment.
20- Themes across the novel	Summarising and themes	I can summarise key events and explain how they develop the novel's themes.	A theme is an idea explored across a text, not just a topic; several events can develop one theme; synthesise evidence from different sections. Key vocabulary: theme, motif, recurring, evidence, develop Expected outcome: Write a thematic summary supported by at least two moments.

Week 6 — Synthesising, evaluating and recommending

Big question: How successfully does the novel engage readers and communicate ideas?

Session	Reading focus	Learning objective	Granular knowledge
21- Summarising the narrative arc	Inference and textual evidence	I can summarise a section of the novel, selecting the most important information.	Identify central conflict, turning points and consequences; separate key ideas from minor events; synthesise information across chapters. Key vocabulary: summary, central conflict, turning point, consequence, synthesise Expected outcome: Produce a concise summary of the narrative arc.
22- Structure and character development	Structure and character development	I can explain how structure and character development affect the reader's understanding.	Compare a character at different points; explain how earlier events prepare for later ones; consider how chapter endings and revelations shape interpretation. Key vocabulary: development, structure, turning point, revelation, resolution Expected outcome: Explain a meaningful character change and how the text develops it.
23- Evaluating authorial choices	Structure and character development	I can evaluate the author's choices and justify my response with examples from the text.	Move beyond naming a technique to judging effectiveness; support evaluations with evidence; recognise that readers may respond differently for valid reasons. Key vocabulary: evaluate, effectiveness, impact, intention, interpretation Expected outcome: Evaluate a scene or authorial choice with evidence and reasoning.

24- Review and recommendation	Opinion and recommendation	I can write or present a recommendation supported by reasons and textual evidence.	Recommendations consider audience, genre, themes and preferences; distinguish personal opinion from evidence-based judgement; build on or respectfully challenge others' views. Key vocabulary: recommendation, audience, judgement, justify, interpretation Expected outcome: Write or present a review with a clear judgement and supporting examples.

Cycle 4- Who Let the Gods Out

Week 1: Meeting Elliot and the world of the story

Big question: How does the author introduce the main character and establish the world of the novel?

Session	Reading focus	Learning objective	Granular knowledge
Session 1	Prediction and genre	I can use the title, blurb and opening clues to predict the genre, tone and possible events.	Use paratextual features (title, cover, blurb) as evidence; recognise that the novel blends contemporary life with mythology and humour; distinguish a prediction from a fact; revise predictions as new evidence appears.
Session 2	Retrieval and character introduction	I can retrieve key details about Elliot and organise them into a clear picture of his situation.	Locate explicit information about Elliot, his family circumstances and everyday life; distinguish important details from incidental ones; use concise notes; support responses with accurate references to the text.
Session 3	Inference and evidence	I can infer Elliot's feelings and attitudes from his actions, dialogue and the narrator's description.	Understand that inference combines textual clues with what the reader already knows; identify clues in actions, dialogue and description; explain how a clue supports an interpretation; recognise that more than one interpretation may be plausible.
Session 4	Vocabulary in context	I can work out the meaning and effect of unfamiliar or humorous vocabulary using context and word knowledge.	Use surrounding sentences, word roots and morphology to infer meaning; discuss connotations and register; notice how comic word choices shape tone; check an interpretation against the context rather than guessing from one word.

Week 2: Gods, myths and unexpected encounters

Big question: How does the author combine ancient mythology with a modern setting?

Session	Reading focus	Learning objective	Granular knowledge
Session 1	Retrieval and mythological references	I can retrieve details about the gods and explain what the text tells me about them.	Identify explicit information about characters introduced from mythology; track names, roles and relationships; distinguish what the novel states from background knowledge; record evidence accurately.

Session 2	Compare and contrast	I can compare the gods' traditional roles with how they are presented in the novel.	Compare character traits, powers and behaviour across versions where background knowledge is available; identify similarities and differences; avoid treating assumptions as textual facts; use comparative connectives and evidence.
Session 3	Authorial choice and humour	I can explain how contrast between the ancient and modern worlds creates humour.	Notice anachronism, incongruity, exaggeration and comic misunderstanding; identify the detail that creates the joke; explain why the contrast may amuse the reader; distinguish recognising humour from explaining its effect.
Session 4	Dialogue and relationships	I can infer what characters want and how their relationships develop through dialogue.	Examine word choice, interruptions, questions and responses; infer motives and feelings; consider whether spoken words match a character's actions; support interpretations with more than one clue where possible.

Week 3: Problems, plans and consequences

Big question: How do the characters' choices move the plot forward?

Session	Reading focus	Learning objective	Granular knowledge
Session 1	Sequencing and summarising	I can summarise a sequence of events and explain how one event leads to another.	Select the most important events; sequence them accurately; distinguish main events from supporting detail; use causal language such as because, therefore and as a result; avoid retelling every detail.
Session 2	Cause and consequence	I can explain the consequences of a character's decision using evidence from the story.	Identify the decision, its immediate result and later consequences; distinguish cause from coincidence; track how one problem creates another; support explanations with relevant details.
Session 3	Prediction from clues	I can make and justify a prediction using explicit and implied clues.	Combine clues from plot, character behaviour and genre conventions; explain the reasoning behind a prediction; consider alternative outcomes; update predictions when the text provides new information.
Session 4	Suspense, pacing and structure	I can explain how the author builds anticipation around a problem or turning point.	Notice short sentences, withheld information, chapter endings, shifts in pace and unanswered questions; explain how these choices affect the reader; connect structural choices to the events rather than simply naming techniques.

Week 4: Language, viewpoint and comic effect

Big question: How do language and narration shape the reader's response?

Session	Reading focus	Learning objective	Granular knowledge

Session 1	Figurative language	I can identify figurative language and explain the image or idea it helps the reader imagine.	Explore simile, metaphor, personification and exaggeration where they occur; distinguish literal from non-literal meaning; explain the associations created; use the surrounding passage to interpret the effect.
Session 2	Word choice and connotation	I can explain how particular words create tone, mood or comic effect.	Explore connotations, intensity and register; compare possible alternatives; explain why the author's chosen word is effective in context; avoid assuming that a technique has the same effect in every passage.
Session 3	Narrative voice and viewpoint	I can explain how the narrator's voice influences what I know and how I respond.	Identify the narrative viewpoint used in the extract; distinguish narrator comments from character thoughts and dialogue; notice irony or comic commentary where present; consider how viewpoint guides sympathy and understanding.
Session 4	Fact, opinion and interpretation	I can distinguish information stated in the text from a character's opinion or my own interpretation.	Identify statements of fact, opinion and inference; notice exaggeration and unreliable assumptions; explain which details are directly supported; justify a reading with precise evidence.

Week 5: Character, conflict and themes

Big question: What ideas about family, responsibility and courage emerge through the characters' experiences?

Session	Reading focus	Learning objective	Granular knowledge
Session 1	Character development	I can explain how a character changes or reveals new qualities across the novel.	Compare early and later behaviour; track changes in confidence, choices or relationships; distinguish a temporary reaction from a lasting change; support claims with evidence from different points in the story.
Session 2	Relationships and motivation	I can explain how relationships influence characters' decisions.	Identify competing wants, loyalties and pressures; infer motives from dialogue and action; consider how relationships affect the plot; recognise that a character may have mixed or changing motives.
Session 3	Themes and textual evidence	I can identify a theme and explain how events and characters develop it.	Distinguish a theme from a topic; trace a recurring idea across more than one episode; connect character choices and consequences to the theme; select evidence that genuinely supports the interpretation.
Session 4	Discussion and reasoned viewpoints	I can discuss a character's choice and justify my opinion using evidence.	Build a claim, support it with a relevant detail and explain the link; listen to contrasting interpretations; respectfully challenge an idea with evidence; distinguish personal preference from a reasoned literary judgement.

Week 6: Bringing ideas together and evaluating the novel

Big question: How successfully does the author combine adventure, mythology and humour?

Session	Reading focus	Learning objective	Granular knowledge
Session 1	Summarising across the novel	I can summarise a major storyline and select the details that matter most.	Identify the central problem, key turning points and resolution; organise events logically; omit minor episodes; maintain accuracy and avoid adding personal opinion to a summary.
Session 2	Structure and links across the text	I can explain how an earlier event, clue or character detail connects to a later part of the story.	Track recurring details, set-ups and pay-offs where present; connect episodes across chapters; explain how structure shapes understanding; use evidence from more than one point in the novel.
Session 3	Evaluating authorial choices	I can evaluate how effectively the author uses character, humour, language and plot.	Make a clear evaluative judgement; identify the authorial choice being discussed; support the judgement with an example; explain the effect on the reader; recognise that different readers may respond differently.
Session 4	Review and recommendation	I can present a balanced recommendation supported by reasons and examples from the novel.	Summarise the premise without revealing unnecessary spoilers; identify intended audience and relevant preferences; support opinions with examples; distinguish a personal response from a claim about all readers.

Cycle 5 – Nowhere Emporium

Week 1 – Entering the mystery
Weekly emphasis: Build curiosity and establish secure habits for prediction, retrieval and evidence-based inference.

Session	Reading Focus	Learning objective	Granular knowledge
1. Cover, title and opening	Cover clues, title and prediction	Make predictions using the title, cover and opening; justify ideas with clues.	• Distinguish observation from inference: what is shown or stated versus what a reader thinks it suggests. • Use the title and cover details to generate plausible predictions about genre, setting and conflict. • Recognise how an author withholds information to create curiosity. • Use modal language (might, could, perhaps) to express predictions without treating them as facts.
2. Establishing setting and atmosphere	Setting details and atmosphere	Explain how setting shapes mood and influences the reader.	• Retrieve explicit details about the opening setting and organise them into a clear mental picture. • Identify words and phrases that create atmosphere, including sensory description and precise verbs.

			• Explain how specific vocabulary choices affect mood rather than simply labelling a setting as 'scary' or 'mysterious'. • Support an interpretation with a short quotation or accurate reference to the text.
3. Meeting Daniel	Character inference: Daniel	Infer Daniel's feelings and traits from his actions, thoughts and dialogue.	• Separate what the narrator tells the reader from what can be inferred. • Use actions, reactions and speech as evidence for a character trait or emotion. • Distinguish a character's outward behaviour from possible inner feelings. • Build an inference using the structure: idea, evidence, explanation.
4. Vocabulary detectives	Vocabulary in context and word structure	Work out unfamiliar vocabulary using context, morphology and reference tools.	• Use surrounding sentences and paragraph meaning to propose a word meaning. • Break words into root words, prefixes and suffixes where helpful. • Check a proposed meaning against the sentence to see whether it makes sense. • Record useful words with a pupil-friendly definition and a synonym or example.

Week 2 – Characters, relationships and viewpoint
Weekly emphasis: Move from first impressions to evidence-based understanding of motivation and perspective.

Session	Reading Focus	Learning objective	Granular knowledge to be taught
5. Daniel's situation and motivation	Motivation, hopes and needs	Explain what motivates Daniel and how the text reveals his needs and hopes.	• Retrieve relevant details about Daniel's circumstances. • Infer motives from choices and reactions rather than assuming motives are stated directly. • Recognise that more than one explanation may fit the evidence. • Select the strongest evidence and explain why it supports an interpretation.
6. Mr Silver: first impressions	Character introduction and first impressions	Analyse how the author introduces Mr Silver and creates uncertainty around him.	• Identify details that establish a first impression of a character. • Notice contrasts between appearance, actions, speech and what other characters think. • Explain how withheld information encourages the reader to ask questions. • Revise an initial judgement when new evidence appears.

7. Dialogue and relationships	Dialogue, relationships and subtext	Explain what dialogue reveals about relationships and power.	• Use speech and responses to infer trust, tension, authority or uncertainty. • Notice how word choice, interruptions and what is left unsaid can shape meaning. • Distinguish a character's spoken words from the intention behind them. • Compare two characters' viewpoints using evidence from the same scene.
8. Comparing viewpoints	Viewpoint and contrasting interpretations	Compare how characters may interpret the same event differently.	• Identify whose viewpoint is foregrounded in a passage. • Compare what two characters know, believe or want. • Use comparative language such as whereas, however, similarly and in contrast. • Support each side of a comparison with relevant evidence.

Week 3 – The Emporium and the fantastic
Weekly emphasis: Explore how magical setting, imagery and narrative structure shape meaning and suspense.

Session	Reading Focus	Learning objective	Granular knowledge to be taught
9. Mapping the Emporium	Setting structure and spatial understanding	Explain how the Emporium's structure and spaces contribute to the story.	• Track key locations and events to build a coherent understanding of the setting. • Recognise how a sequence of rooms, discoveries or thresholds can control pacing. • Explain how the setting operates as more than a backdrop: it can create possibilities and danger. • Summarise a sequence in the correct order without retelling every detail.
10. Fantasy conventions and themes	Fantasy genre conventions and themes	Identify fantasy conventions and explain how they shape reader expectations.	• Recognise impossible or magical elements and distinguish them from realistic details. • Connect the novel's magical devices to familiar fantasy conventions while noting what is distinctive. • Identify emerging themes such as belonging, wonder, courage, trust or responsibility. • Use evidence to explain how a theme is beginning to develop.
11. Imagery and figurative language	Imagery and figurative language	Explain the effect of imagery and figurative language on the reader.	• Identify similes, metaphors, personification and sensory imagery where present. • Explain the picture, feeling or association a phrase creates.

			• Consider why the author may have chosen a particular image instead of a literal description. • Compare the effect of two different word or phrase choices.
12. Pacing, suspense and cliff-hangers	Suspense, pacing and cliff-hangers	Analyse how the author builds suspense and controls the pace of a scene.	• Notice sentence length, paragraph breaks, delayed explanations and unanswered questions. • Identify moments when action speeds up or slows down. • Explain how information is revealed gradually to maintain interest. • Predict a likely next event and link the prediction to clues in the text.

Week 4 – Conflict, change and authorial choices
Weekly emphasis: Track cause and effect, character development, recurring themes and authorial craft.

Session	Reading Focus	Learning objective	Granular knowledge to be taught
13. Rising tension and threat	Conflict, threat and cause and effect	Track how a problem or threat develops and affects characters.	• Identify the central problem and distinguish it from smaller obstacles. • Sequence cause-and-effect links across more than one paragraph or chapter. • Infer how danger changes characters' decisions and relationships. • Summarise the development of tension using only the most important events.
14. Character change	Character development and turning points	Explain how a character changes in response to events.	• Compare a character's early behaviour or beliefs with later evidence. • Identify turning points that prompt a change. • Distinguish a temporary emotion from a more lasting shift in attitude or understanding. • Use a before–event–after structure to explain character development.
15. Themes and recurring patterns	Recurring patterns, motifs and themes	Trace a theme or motif across different parts of the novel.	• Define theme as an idea explored across a text, not just a one-word topic. • Notice repeated images, situations, choices or contrasts that may develop a theme. • Connect evidence from separate scenes or chapters. • Explain how the theme becomes more complex as events unfold.
16. Authorial intent and reader response	Authorial choices and reader response	Explain how the author guides readers to feel, think or question.	• Identify choices in characterisation, setting, vocabulary and plot structure. • Explain the likely effect of a choice while recognising that readers may respond differently.

			• Distinguish evidence-based interpretation from unsupported personal opinion. • Discuss how a scene might change if the author revealed information earlier or used a different viewpoint.

Week 5 – Synthesis, evidence and evaluation
Weekly emphasis: Combine comprehension skills across longer sections and develop justified critical judgements.

Session	Reading Focus	Learning objective	Granular knowledge to be taught
17. Summarising a substantial section	Selecting key events for a summary	Summarise a section accurately, selecting key events and ideas.	• Identify the main idea or purpose of a chapter or section. • Separate essential events from supporting details. • Combine information across paragraphs without copying whole passages. • Use concise sequencing and causal connectives to create a coherent summary.
18. Retrieval and inference together	Retrieval, inference and textual evidence	Combine retrieval and inference to answer questions with precise evidence.	• Locate explicit information efficiently using key words and scanning. • Recognise when a question asks for an inference rather than a copied fact. • Choose evidence that directly supports the answer. • Explain the link between evidence and inference instead of leaving a quotation unexplained.
19. Comparing scenes and settings	Comparing scenes, mood and language	Compare two scenes for mood, purpose, language and character response.	• Identify a meaningful basis for comparison rather than listing unrelated details. • Compare how settings create different moods or opportunities. • Notice similarities and contrasts in language, pacing and character behaviour. • Structure a comparison with a clear point and evidence from both scenes.
20. Evaluating a character's decision	Evaluating choices and consequences	Evaluate a character's choice and justify a balanced judgement.	• Identify the decision, the circumstances and the information available to the character. • Consider consequences, motives and alternative actions. • Recognise that a decision may have both helpful and harmful consequences. • Form a judgement and support it with evidence; respond respectfully to a different interpretation.

Week 6 – Independent interpretation and response
Weekly emphasis: Apply skills independently to whole-text interpretation, evaluation and reflection.

Session	Reading Focus	Learning objective	Granular knowledge to be taught
21. Unresolved questions and ambiguity	Ambiguity, clues and alternative interpretations	Interpret clues and discuss questions the text leaves unresolved.	• Identify gaps, mysteries or details that invite more than one interpretation. • Gather evidence for competing explanations. • Use cautious language when the text does not provide a definite answer. • Explain which interpretation is best supported and what further evidence would help.
22. Whole-text themes and character arcs	Whole-text character arcs and themes	Synthesize evidence to explain how a major theme and character develop across the novel.	• Select evidence from the beginning, middle and later sections. • Explain links between character change, plot events and theme. • Recognise that themes can overlap and may not have a single simple message. • Organise an extended spoken or written response around a clear line of reasoning.
23. Book recommendation and critical response	Critical evaluation and recommendation	Evaluate the novel and recommend it to a specific audience with reasons.	• Make a judgement about strengths such as plot, setting, characterisation or language. • Support evaluation with precise examples rather than general statements. • Consider which readers may enjoy the novel and why. • Compare the novel with another known text, genre or reading experience where appropriate.
24. Final comprehension and reflection	Independent comprehension and reflection	Demonstrate independent comprehension and reflect on reading strategies.	• Answer a balanced set of retrieval, vocabulary, inference, prediction, summary and evaluation questions. • Quote or refer accurately to the text to justify responses. • Explain how understanding of a character, setting or theme changed during reading. • Identify a reading strategy that helped and a skill to develop next.

Cycle 7 – Cogheart

Week 1: Entering the world of Cogheart

Progression: establish the setting, meet key characters and build a first understanding of the novel's imagined world.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
1	Cover, title and blurb	Predicting and activating prior knowledge	Use title, cover, blurb and author information to generate predictions; distinguish a prediction from a fact; use clues from illustrations and genre signals; introduce the idea of a historical fantasy/steampunk setting; explain how predictions can be revised as evidence emerges.
2	Opening setting and atmosphere	Retrieving details and visualising setting	Identify details that establish Victorian England; infer what daily life, transport and technology may be like from the text; distinguish explicit description from reader inference; select precise words and phrases that create atmosphere; build a mental image supported by textual evidence.
3	Introducing Lily Hartman	Character introduction and inference	Retrieve key facts about Lily; infer her personality, relationships and circumstances from actions, dialogue and description; support an inference with a short quotation; distinguish what the narrator tells us from what the reader works out; consider how the opening positions the reader to respond to Lily.
4	Introducing Malkin and mechanical life	Vocabulary and genre knowledge	Clarify unfamiliar vocabulary connected with clockwork, machinery and the period; use context, word parts and reference tools to work out meaning; identify features of an imagined world where mechanical beings exist; explain how technical vocabulary makes the world feel distinctive and believable.

Week 2: Mystery, danger and motivation

Progression: follow the disruption, collect clues and examine how dialogue and language build suspense.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
5	A disruption to ordinary life	Summarising and identifying key events	Sequence the main events in the opening section; separate essential events from minor details; summarise without retelling every incident; identify the event that changes the direction of the story; explain how the disruption creates questions for the reader.
6	Clues, secrets and unanswered questions	Prediction and evidence	Collect clues that suggest something is wrong; distinguish a clue from a confirmed explanation; make predictions using evidence from the text; track unanswered questions and update predictions as new information appears; explain how withholding information builds mystery.
7	Dialogue and relationships	Inference through speech and action	Infer relationships and power dynamics from dialogue, actions and reactions; use punctuation and word choice to understand how speech is delivered; compare what a character says with what they appear to mean; support interpretations with evidence; consider how dialogue moves the plot forward.
8	Threat and suspense	Language choices and atmosphere	Identify words and sentence structures that create tension; explain the effect of short sentences, sounds, contrasts and withheld information; notice shifts in pace; compare a tense moment with a calmer passage; justify an interpretation of mood using precise evidence.

Week 3: Robert, Lily and the unfolding plot

Progression: compare perspectives, track motivations and connect clues across scenes.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
9	Introducing Robert and his viewpoint	Comparing characters and perspectives	Retrieve key information about Robert; infer his priorities, fears and strengths; compare the way Lily and Robert respond to difficulty; notice how viewpoint shapes the reader's knowledge; use evidence to explain similarities and differences.
10	Friendship, trust and conflict	Character motivation	Explain why a character might act in a particular way; distinguish stated reasons from possible underlying motives; track changes in trust between characters; consider how past experiences influence decisions; support explanations with dialogue and action.
11	Following the clues	Making links across the text	Connect details from different scenes; identify recurring objects, names or pieces of information; explain how an earlier clue becomes significant later; distinguish coincidence from deliberate authorial patterning; use notes or a clue map to track the developing mystery.
12	Narrative pace and chapter endings	Structure and reader response	Explain how scene changes and chapter endings encourage the reader to continue; identify cliff-hangers and turning points; compare fast-paced action with slower explanation; consider what information the author reveals or delays; predict the effect of the next section on the story.

Week 4: The wider world and rising stakes

Progression: interpret context and technology, evaluate threats and explain turning points.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
13	Victorian society and social position	Context and implicit meaning	Use contextual details to infer differences in status, wealth, work and opportunity; identify how setting influences characters' choices; distinguish text-supported historical detail from assumptions about the past; explain how the period setting affects the plot; consider whose experiences are most visible.
14	The role of technology and clockwork	Author's imagined world	Explain how mechanical technology shapes the story; compare real-world machinery with the novel's imagined inventions; identify details that make inventions seem plausible within the story; discuss how technology creates both possibilities and danger; use evidence to explain the novel's steampunk qualities.
15	Antagonists, power and risk	Inferring motives and evaluating actions	Identify characters or forces that threaten the protagonists; infer possible motives from their behaviour and language; distinguish a character's claims from evidence of their intentions; evaluate decisions and consequences; explain how the threat raises the stakes.

16	A turning point in the investigation	Causal links and prediction	Identify a major turning point in the section read; explain how events cause or influence one another; connect discoveries with earlier clues; revise predictions in light of new evidence; explain how the author changes the reader's understanding of the mystery.

Week 5: Resolution, themes and authorial choices
Progression: track development, interpret the resolution and analyse themes and authorial choices.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
17	Facing the central danger	Tracking character development	Compare a protagonist's responses now with their responses near the beginning; identify changes in confidence, knowledge or relationships; explain which experiences may have caused those changes; support comparisons with evidence from more than one point in the novel.
18	Revealing and resolving the mystery	Summarising and checking understanding	Summarise the main explanation for the central mystery in a clear sequence; connect the resolution to earlier clues; identify which predictions were accurate or changed; distinguish a fully explained question from one left open; check that interpretations fit the whole text.
19	Themes: courage, loyalty and identity	Interpreting themes	Identify moments that develop ideas about courage, loyalty, family, identity or belonging; explain how events and character choices communicate these ideas; distinguish a theme from a one-word topic; use evidence from different parts of the novel to support a thematic interpretation.
20	Authorial choices and reader response	Language, structure and effect	Explain how the author uses setting, character, imagery, suspense and reveals to shape reader response; choose effective examples of language; explain effects rather than simply naming techniques; consider why the author may have chosen a mechanical fox or clockwork inventions as important story elements.

Week 6: Whole-text understanding and independent response
Progression: synthesise whole-text understanding and communicate independent, evidence-based evaluations.

Session	Reading Focus	Learning Objective	Granular Knowledge to Be Taught
21	Plot arc and key events	Whole-text summary	Organise the novel's main events into opening, build-up, turning point, climax and resolution; identify the events essential to the plot; explain causal links between them; produce a concise summary that preserves the story's central problem and resolution.
22	Comparing characters across the novel	Evidence-based comparison	Compare Lily and Robert, or another meaningful character pairing, across the whole novel; use evidence from different sections; explain how experiences change relationships and behaviour; distinguish similarities from differences; develop a connected response rather than a list of traits.
23	Ambiguity, unanswered questions and evaluation	Critical reading	Identify any questions, uncertainties or details open to interpretation; offer more than one plausible reading where appropriate; weigh evidence for each interpretation; evaluate how convincing the resolution is; explain a personal response with precise textual support.

	24	Book recommendation and reflection	Independent synthesis and discussion	Form a supported judgement about the novel's strengths; refer to plot, character, setting and authorial craft; explain which readers might enjoy it and why without giving away key surprises; select quotations or moments that justify the recommendation; reflect on how reading evidence has changed initial predictions.

Year 6	**Retrieval**	**Vocabulary**	**Developing fluency, performance and debating**	**Inference**	**Text structure- comparing and making links**

• Asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • retrieve, record and present information from non-fiction • Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions • Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this • Summarise the themes or viewpoints for different texts • Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography • Generate find it questions relevant to different sections of a non-fiction text • Ask relevant find it questions about different sections of a story read • Make notes for presentations to different audiences • Appraise a text quickly, deciding on its value, quality or usefulness	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions to help clarify their understanding of vocabulary • Explain how words and phrases create a particular mood, feeling or attitude • Consider the impact on the reader of a range of vocabulary and language devices • Compare the impact of language devices across texts • Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. • Suggest how language would need to change for different audiences	• Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Participate in discussions about books, building on their own and others' ideas • Challenge views courteously • Explain and discuss their understanding of what they have read through formal debates • Provide reasoned justifications and a wider range of evidence to support their views • Comment on the overall impact of a text on the reader	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views • Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author • Make predictions using evidence stated and implied Infer, comment on and make links between the cause and effects of events and actions ● Evaluate the impact of different causes and effects on people and places Justify inferences backed by a range of types of evidence from across the text • Infer and compare different characters' thoughts, feelings and motives at the same points in a story	• Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning • Read fiction and non-fiction texts that are structured in different ways • Identify structural organisers and make comparisons within and across books • Discuss the effectiveness of different structures/ presentations of fiction and nonfiction • identify, compare and contrast the features of a range of fiction genres • Explain major differences between text types • Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast • Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

Granular Knowledge

Cycle 1 – Granny

WEEK 1 – Establishing character, setting and viewpoint

Text coverage: Heathrow Airport → Granny's Footsteps → beginning of Love from Granny

Weekly focus: Retrieval → inference → vocabulary → characterisation

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
1	Introducing the text and making predictions	To use the title, cover and blurb to make evidence-based predictions and identify Joe, the setting and the narrative viewpoint.	Know that title, cover and blurb provide clues about genre, character and plot. Base predictions on textual evidence. Identify Joe, his circumstances, setting and initial conflict. Introduce narrative viewpoint and recognise that the story is largely experienced through Joe's perspective.
2	Retrieval and inference: what do we learn about Joe?	To distinguish retrieval from inference and use details about Joe's actions, thoughts and reactions to explain how he feels.	Distinguish explicit information from inference. Identify details about Joe's family life and relationships. Infer feelings from actions, thoughts and reactions. Teach the evidence chain: point → evidence → inference.
3	Characterisation: constructing Granny	To analyse how Horowitz uses descriptive vocabulary and Granny's behaviour to create a distinctive character.	Identify vocabulary used to describe Granny. Understand how adjectives, verbs and figurative descriptions contribute to characterisation. Explore the contrast between a stereotypical grandmother and Horowitz's Granny. Infer personality from what she says and does.
4	Author's language choices and humour	To explain how figurative language and exaggeration shape the reader's view of Granny and create humour or unease.	Identify simile, metaphor, exaggeration and vivid imagery. Understand that figurative language creates an image rather than being literal. Explore why comparisons are humorous or unsettling. Justify opinions about Granny using textual evidence.

WEEK 1 – Establishing character, setting and viewpoint

Text coverage: Heathrow Airport → Granny's Footsteps → beginning of Love from Granny

WEEK 2 – Developing inference and understanding relationships

Text coverage: Love from Granny → Tea with Granny

Weekly focus: Inference → language analysis → relationships → prediction

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
5	Reading between the lines	To infer Joe's feelings about Granny and family tensions by selecting and explaining clues from the text.	Understand that feelings can be communicated indirectly through actions, dialogue and description. Infer Joe's feelings about Granny. Identify clues indicating family tension. Support inferences with evidence.

6	Dialogue and character relationships	To analyse how dialogue, punctuation and reporting verbs reveal relationships, attitudes and unspoken meanings.	Recognise that dialogue reveals relationships, attitudes and power. Explore what characters say versus what they mean. Introduce subtext in accessible terms. Examine punctuation and reporting verbs. Infer relationships between Joe, Granny and his parents.
7	Vocabulary in context	To work out the meanings and connotations of unfamiliar or unpleasant words using context and word knowledge.	Use contextual clues to interpret unfamiliar vocabulary: surrounding sentence, paragraph, morphology, synonym/antonym and overall context. Explore unpleasant vocabulary for Granny. Distinguish literal meaning from connotations.
8	Prediction and suspense	To make and justify predictions about what may happen next by identifying clues that build suspense.	Identify clues planted to make readers anticipate future events. Distinguish stated and implied clues. Make likely, possible and surprising predictions. Explain how earlier events influence predictions and evaluate predictions after further reading.

WEEK 3 – Structure, humour and contrasting characters

Text coverage: Granny vs Nanny → Granny Moves In

Weekly focus: Structure → comparison → author's craft

Session	Reading focus	Learning Objective	Granular knowledge to be taught
9	Comparing Granny and Nanny	To compare Granny and Nanny using precise evidence about their behaviour, language and relationships with Joe.	Identify similarities and differences in appearance, behaviour, language, motivations and relationships with Joe. Understand how contrast makes characteristics more noticeable. Select evidence that demonstrates a comparison.
10	How structure creates humour	To explain how surprise, exaggeration, contrast and the order of information create humour in Horowitz's writing.	Understand humour through surprise, exaggeration, contrast, repetition and unexpected behaviour. Explore how information is revealed and how expectations are manipulated. Understand how delayed information can create comic or dramatic effect.
11	Point of view and reliability	To explain how Joe's point of view shapes the story and consider whether his interpretation of Granny is reliable.	Understand how the reader's understanding is shaped by perspective. Consider whether Joe's interpretation of Granny is completely reliable. Distinguish fact within the story from a character's opinion or perception. Consider Granny's possible viewpoint.
12	Summarising a developing narrative	To write a concise summary of significant events, showing how they connect through cause and effect.	Distinguish summary from retelling. Identify significant events, group them coherently, and explain cause-and-effect

			relationships. Produce a concise summary using precise vocabulary and appropriate connectives.

WEEK 4 – Theme, symbolism and authorial intention

Text coverage: Gathering of the Grannies → The Golden Granny Awards
Weekly focus: Theme → structure → inference → authorial intent

Session	Reading focus	Learning Objective	Granular knowledge to be taught
13	Identifying themes	To identify a theme in Granny and support it with recurring evidence from across the relevant sections.	Understand that a theme is a recurring idea, not simply a topic. Identify possible themes including family relationships, appearance versus reality, loneliness, power and ageing. Find recurring evidence and distinguish theme from character or event.
14	Appearance versus reality	To explain how the contrast between Granny's appearance and behaviour reveals the difference between appearance and reality.	Explore differences between what characters appear to be and what they actually are. Examine Granny's public and private behaviour. Identify clues exposing the contrast. Understand why deception and revelation are useful in mystery narratives.
15	How structure builds towards a climax	To trace how complications build towards the climax and explain how earlier events prepare the reader for later developments.	Identify rising action, climax and resolution. Track escalating complications. Explain how earlier events prepare the reader for later developments and evaluate changes in pace at significant points.
16	Authorial intent and reader response	To evaluate how Horowitz's choices are intended to influence the reader, supporting ideas about humour, fear or sympathy with evidence.	Understand that authors make deliberate choices to influence readers. Examine why Horowitz uses an exaggerated, grotesque Granny. Consider fear, amusement and sympathy as possible responses. Distinguish what the text does from why the author may have chosen it.

WEEK 5 – Analysing language and evaluating the text

Text coverage: The Grannymatic Enzyme Extractor → Goodbye Granny
Weekly focus: Close reading → figurative language → evaluation

Session	Reading focus	Learning Objective	Granular knowledge to be taught
17	Close analysis of vocabulary	To analyse the precise meanings and connotations of selected words and explain how they shape characterisation and atmosphere.	Zoom in on individual words and phrases. Understand denotation and connotations. Analyse verbs, adjectives and

			nouns for characterisation and atmosphere. Move beyond generic effects towards precise explanations.
18	Figurative language and imagery	To explain how simile, metaphor, personification and hyperbole create vivid imagery and affect the reader's response.	Consolidate metaphor, simile, personification and hyperbole. Explain how imagery can create humour, fear, disgust or exaggeration. Select effective examples and explain their effects.
19	Evaluating the author's choices	To evaluate how successfully Horowitz uses language and other choices to create humour or tension, justifying a judgement with evidence.	Understand evaluation as a judgement plus justification. Evaluate how successfully Horowitz creates humour or tension. Consider alternative reader responses. Use evidence and qualifying language such as arguably, although and however.
20	Summarising and synthesising information	To synthesise key ideas from different sections of Granny into a concise account of how events and ideas connect.	Identify main ideas across sections. Distinguish key information from supporting detail. Combine information from different parts of the text and explain how events connect across the narrative.

WEEK 6 – Critical reading, comparison and final response

Text coverage: Granny Comes Back → Anthony Lagoon → whole-text review
Weekly focus: Comparison → evaluation → debate → independent response

Session	Reading focus	Learning Objective	Granular knowledge to be taught
21	How does the ending change our understanding?	To explain how the ending confirms or challenges earlier predictions and changes understanding of Joe and Granny.	Reconsider earlier predictions in light of the ending. Identify how the conclusion resolves or complicates earlier questions. Understand how endings can confirm, challenge or subvert expectations. Revisit Granny and Joe's development.
22	Whole-text character analysis	To develop a whole-text analysis of a character by linking precise evidence from different points in the narrative.	Track a character across the whole narrative. Identify changes in behaviour, relationships, motivations and attitudes. Select evidence from different points and construct a developed argument rather than a chronological list.
23	Critical evaluation and debate	To construct and defend an evidence-based interpretation of Granny, while considering and responding to alternative viewpoints	Develop a reasoned interpretation. Distinguish opinion from evidence-supported judgement. Consider alternative interpretations. Challenge views courteously and use evidence to agree, disagree or qualify a viewpoint. Debate: 'Granny is a villain rather than simply a comic character.'
24	Final independent reading response	To write an independent, sustained response analysing language, structure and characterisation with precise evidence from across Granny.	Apply the full range of Year 6 reading skills independently. Analyse language, structure and characterisation; select precise evidence; make and explain inferences; evaluate authorial

			choices; connect ideas across the whole text; and produce a sustained, reasoned response.

Year 6

Cycle 2 – The Explorer

WEEK 1 — Entering the Amazon

Big question: How does Rundell immediately create danger, mystery and a sense of place?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
1. The opening	Retrieval + inference	To retrieve key details from the opening and infer that something is wrong, using clues about the characters, situation and withheld information.	Know that a narrative opening establishes character, setting, situation and conflict. Identify explicit information about Fred, passengers and pilot. Distinguish retrieval from inference. Infer that something is wrong using textual clues. Understand that withholding information can create tension.
2. The plane crash	Vocabulary + inference	To use context to explain vocabulary linked to danger and infer Fred's feelings from his physical reactions and actions.	Understand vocabulary associated with the crash and danger. Use context to determine word meanings. Identify physical reactions to fear. Infer Fred's feelings from actions rather than only emotion words. Select precise evidence to support an inference.
3. The Green Dark	Setting + imagery	To explain how sensory details and imagery present the Amazon as unfamiliar and threatening, including contrasts between civilisation and wilderness.	Know that setting includes place, time, atmosphere and environmental conditions. Explore how the Amazon is presented as threatening and unfamiliar. Identify sensory description. Understand how imagery makes a setting vivid. Explore contrasts between civilisation and wilderness.
4. Who can survive?	Character inference + prediction	To infer the strengths and weaknesses of Fred, Con, Lila and Max and make evidence-based predictions about how they may respond to the crisis.	Establish initial profiles for Fred, Con, Lila and Max. Infer personality from dialogue and actions. Understand that characters have strengths and weaknesses. Make predictions using evidence. Track different responses to the same crisis.

WEEK 2 — Survival and Character

Big question: How do the children change when survival becomes their responsibility?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught

5. The four survivors	Characterisation	To compare how the four survivors are characterised through their actions, dialogue, thoughts, relationships and appearance	Know that authors reveal character through actions, dialogue, thoughts, relationships and appearance. Compare Fred, Con, Lila and Max. Identify what each contributes. Distinguish observation from inference.
6. Fred's knowledge	Inference	To infer how Fred's interest in aviation and exploration shapes his actions, distinguishing what he knows, believes and hopes.	Explore Fred's fascination with aviation and exploration. Understand how prior knowledge can become an advantage. Infer motivations from thoughts and actions. Explore the difference between what Fred knows, believes and hopes.
7. Con, Lila and Max	Comparative character analysis	To compare the children's responses to danger and support interpretations of their bravery, fear, leadership or vulnerability with textual evidence	Compare responses to danger. Understand that contrasting characters create conflict and narrative interest. Identify evidence of bravery, fear, selfishness, leadership and vulnerability. Consider whether first impressions can be trusted.
8. Survival decisions	Prediction + evaluation	To evaluate the children's survival decisions by explaining likely consequences and supporting judgements with evidence.	Explore decisions made without adults. Understand the difference between a good decision and a successful decision. Predict consequences from evidence. Evaluate choices using point, evidence and explanation.

WEEK 3 — Language, Atmosphere and the Jungle

Big question: How does Rundell use language to make the reader feel as though they are in the rainforest?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
9. Vocabulary of the rainforest	Vocabulary in context	To work out the meanings and connotations of ambitious rainforest vocabulary using context, morphology and surrounding sentences.	Explore ambitious vocabulary. Use morphology, context and surrounding sentences to establish meaning. Understand multiple meanings. Consider connotations of vocabulary choices.
10. Figurative language	Language analysis	To analyse how simile, metaphor, personification and imagery make the rainforest vivid and influence the reader's response.	Identify simile, metaphor, personification and imagery. Know literal versus figurative meaning. Explore why a comparison is chosen. Explain effects on the reader.
11. Creating tension	Language + structure	To explain how sentence length, punctuation, repetition and paragraphing control pace, reveal information and build tension.	Identify how sentence length, punctuation, repetition and paragraphing affect pace. Know that short sentences can accelerate pace while longer descriptive sentences can slow reading. Explore how Rundell controls information.
12. The jungle as a character	Evaluation	To evaluate how Rundell presents the rainforest as powerful and unpredictable, using evidence from across the novel to judge whether it acts like a character.	Explore how the rainforest is presented as powerful, unpredictable and dangerous. Consider whether the setting acts like a character or antagonist. Collect evidence across chapters rather than relying on one quotation.

WEEK 4 — The Explorer and the Mystery

Big question: Who is the Explorer, and can the children trust him?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
13. Introducing the Explorer	Retrieval + inference	To distinguish facts from assumptions about the Explorer and infer possible motives from what he says, does and leaves unexplained.	Identify what the children learn about the Explorer. Separate facts from assumptions. Examine what he says and does. Infer motives from incomplete information. Understand how mystery characters are constructed through withheld information.
14. Can we trust him?	Evaluation	To evaluate whether the children should trust the Explorer by weighing evidence and expressing interpretations with precise modal language.	Identify evidence supporting and challenging trust. Understand ambiguous evidence. Evaluate competing interpretations. Use modal language such as perhaps, suggests, implies, likely and unlikely.
15. The mystery of the past	Structure	To explain how the gradual revelation of the Explorer's past shapes the reader's understanding of earlier events and characters.	Explore gradual revelation of the Explorer's past. Understand flashback/backstory and its purpose. Consider why important information is delayed. Explain how revelations can change interpretation of earlier events.
16. Prediction checkpoint	Prediction + synthesis	To make and rank evidence-based predictions about the novel's resolution, then review how well earlier predictions are supported	Make predictions about resolution using clues from across the text. Rank predictions by evidence strength. Distinguish prediction from wild guess. Revisit earlier predictions and evaluate them.

WEEK 5 — Themes and Big Ideas

Big question: What is The Explorer really about?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
17. Survival	Theme	To identify survival as a recurring theme and develop a thematic statement supported by events and evidence from the novel.	Understand a theme as a recurring idea. Track survival across characters and events. Distinguish a theme from a topic. Form thematic statements rather than single-word labels.
18. Friendship and teamwork	Theme + character	To explain how adversity changes the children's relationships and evaluate how cooperation and conflict affect group survival.	Track changing relationships. Identify cooperation and conflict. Explore how adversity changes relationships. Compare contributions to group survival.
19. Courage and fear	Theme + inference	To explain how the novel presents courage and fear, using evidence to compare different forms of bravery.	Understand that courage does not mean being unafraid. Explore fear alongside bravery. Compare different forms of courage. Identify evidence from actions, thoughts and dialogue.

20. Humans and nature	Theme + authorial viewpoint	To analyse how Rundell presents the relationship between humans and nature and support an interpretation of her viewpoint with evidence.	Explore relationships between humans and nature. Identify evidence that nature is beautiful, dangerous, powerful or worth protecting. Consider Rundell's possible viewpoint. Distinguish explicit ideas from interpretations.

WEEK 6 — Evaluation, Comparison and Synthesis

Big question: How effectively does Katherine Rundell tell a survival story?

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
21. How the characters have changed	Comparison across the text	To compare characters' development from the beginning to the end of the novel, explaining what causes changes in their behaviour and relationships.	Compare characters at the beginning and end. Identify physical, emotional, social and psychological development. Explain causes of change.
22. Author's craft	Evaluation	To evaluate how effectively Rundell uses setting, imagery, vocabulary, characterisation and structure to shape the reader's response.	Revisit setting, imagery, vocabulary, characterisation and structure. Evaluate which techniques are effective. Distinguish identifying a technique from explaining its effect. Consider authorial intention and reader response.
23. Comparing survival stories	Comparison across texts	To compare The Explorer with another survival or adventure text, using evidence to explain similarities and differences in character, setting, conflict, themes and language.	Compare The Explorer with another survival/adventure text. Identify similarities and differences in setting, characters, conflict, themes and language. Select evidence from both texts. Make comparative judgements.
24. Final reading response	Synthesis + evaluation	To write a sustained, independent evaluation of Rundell's survival story, combining precise evidence from across the novel to justify a personal judgement.	Bring together evidence from the whole novel. Form an independent judgement. Construct a sustained response using evidence from different parts of the book. Explain rather than simply retrieve. Evaluate Rundell's effectiveness.

Year 6

Cycle 3 & 4 - Holes

WEEK 1 — Entering Camp Green Lake

Big question: How does Louis Sachar introduce an unusual setting and establish Stanley's situation?
Suggested text coverage: Opening chapters: Stanley's background, the journey to Camp Green Lake and arrival at the camp.

Weekly focus: Setting → character → retrieval and inference

Session	Reading focus	Learning objective	Granular knowledge to be taught
1. Meeting Stanley	Retrieval and inference	To retrieve key information about Stanley and infer how his circumstances shape the reader's first impression of him.	Identify explicit details about Stanley Yelnats, his family and the events that lead him to Camp Green Lake. Distinguish stated facts from inferences and support ideas with evidence.
2. A place called Camp Green Lake	Setting and atmosphere	To explain how Sachar uses contrasting details to establish Camp Green Lake as an inhospitable setting.	Explore the contrast between the name Camp Green Lake and the dry, hostile reality. Identify descriptive details about heat, landscape and lack of water. Consider how setting affects mood and expectations.
3. Stanley's point of view	Narrative viewpoint	To explain how the narrative viewpoint shapes what readers know about Stanley and how they respond to him.	Notice how information is filtered through Stanley's experiences and thoughts. Distinguish narrator information from Stanley's perspective and consider how this shapes sympathy.
4. First impressions and fairness	Character inference	To use evidence to infer Stanley's feelings and evaluate the assumptions other characters make about him.	Infer Stanley's feelings and attitudes from his actions, thoughts and reactions. Consider the role of family history, bad luck and other people's assumptions in how Stanley is treated.

WEEK 2 — Rules, Routines and Survival

Big question: How does life at Camp Green Lake shape the boys' behaviour and relationships?
Suggested text coverage: Early camp chapters: the daily digging routine, the Warden's rules and the boys in Stanley's group.
Weekly focus: Characterisation → vocabulary → relationships

Session	Reading focus	Learning objective	Granular knowledge to be taught
5. The daily routine	Retrieval and summarising	To summarise the routine at Camp Green Lake and distinguish what the boys are told from what readers may suspect.	Identify the main features of the boys' daily routine and the purpose adults claim digging serves. Separate important information from supporting detail.
6. Meeting the other boys	Characterisation	To compare the boys' personalities and roles using evidence from their actions, dialogue and descriptions.	Build profiles of Zero, X-Ray, Armpit, Squid, Zigzag and Magnet using dialogue, actions and descriptions. Avoid treating nicknames as a complete picture of each character.
7. Language, nicknames and power	Vocabulary and dialogue	To analyse how nicknames and dialogue communicate identity, status and relationships within the group.	Explore the connotations of the boys' nicknames and how dialogue establishes status, belonging and power. Consider how characters speak differently to peers and adults.

8. Rules, control and consequences	Inference and evaluation	To infer how power operates at the camp and justify a judgement about its rules and treatment of the boys.	Examine the camp's rules and punishments. Infer how authority is maintained and evaluate whether the stated purpose of digging seems convincing in light of the evidence.

WEEK 3 — The Mystery of the Holes

Big question: Why are the boys digging, and how does Sachar build mystery?
Suggested text coverage: The digging develops; Stanley's experiences with the other boys and the adults raise questions about the camp.
Weekly focus: Clues → prediction → suspense

Session	Reading focus	Learning objective	Granular knowledge to be taught
9. Digging and its hidden purpose	Inference	To combine clues from the camp routine to infer possible reasons for the digging.	Collect clues about what the adults are interested in when something unusual is found. Separate observations from possible explanations and keep track of unanswered questions.
10. Making predictions	Prediction	To make and review evidence-based predictions about the purpose of the holes and the adults' motives.	Make predictions that are plausible, possible or surprising, and explain the textual clues behind them. Revisit predictions as new evidence appears.
11. Suspense and withheld information	Structure	To explain how Sachar uses delayed information and unanswered questions to create suspense.	Explore how Sachar reveals information gradually, raises questions and delays explanations. Consider how chapter endings and shifts in focus encourage readers to continue.
12. Stanley and Zero	Relationship and inference	To infer how Stanley and Zero's relationship is developing, supporting interpretations with precise evidence.	Track interactions between Stanley and Zero. Consider silence, small actions and changes in behaviour as clues to trust, conflict or connection.

WEEK 4 — The Past Begins to Explain the Present

Big question: How do the stories from the past connect to events at Camp Green Lake?
Suggested text coverage: Flashbacks and stories about Stanley's family, Kissin' Kate Barlow and Green Lake's earlier history, as introduced in the novel.
Weekly focus: Structure → connections → cause and effect

Session	Reading focus	Learning objective	Granular knowledge to be taught
13. Stanley's family story	Backstory and viewpoint	To explain how Stanley's family history shapes his beliefs about bad luck and his present situation.	Identify what readers learn about Stanley's family and the story of his great-great-grandfather. Distinguish family legend from confirmed events and note recurring ideas about luck and blame.

14. Green Lake before the camp	Setting across time	To compare the past and present settings and explain how changes in Green Lake contribute to the novel's mystery.	Compare the earlier Green Lake with the dry landscape of the present. Track changes in people, place and circumstances and identify details that connect the two time periods.
15. Introducing Kate Barlow	Characterisation and contrast	To use evidence to explain how Katherine Barlow is presented and how her circumstances begin to change.	Explore how the account of Katherine Barlow begins to develop. Track changes in her life and relationships and notice contrasts between the earlier community and later events.
16. Linking past and present	Structure and synthesis	To connect events from different time periods and explain how Sachar's structure gradually develops the central mystery.	Build a timeline of events across the different narrative strands. Identify repeated details, possible connections and questions that remain unresolved.

WEEK 5 — Conflict, Courage and Choices

Big question: What do Stanley's choices reveal about him and the people around him?
Suggested text coverage: Mid-novel events: the boys' conflicts, Stanley's growing resilience and the development of his connection with Zero.
Weekly focus: Character change → evidence → evaluation

Session	Reading focus	Learning objective	Granular knowledge to be taught
17. Conflict within the group	Dialogue and inference	To explain how conflict and group dynamics influence Stanley's decisions and relationships.	Explore disagreements, alliances and power struggles between the boys. Use actions and dialogue to infer motives and consider how group dynamics affect Stanley.
18. Stanley's changing confidence	Character development	To trace changes in Stanley's character and explain which experiences contribute to his development.	Compare Stanley's responses to challenges at the beginning and at this stage of the novel. Identify changes in confidence, independence and resilience, with evidence.
19. Friendship and loyalty	Theme and character	To explain how the relationship between Stanley and Zero develops themes of friendship and loyalty.	Examine moments that suggest trust, loyalty or mutual support between Stanley and Zero. Consider actions as well as words and discuss the risks characters take for one another.
20. Choices and consequences	Evaluation	To evaluate a character's decision by explaining its motives, consequences and significance.	Consider the consequences of key decisions made by Stanley and other characters. Distinguish intention from outcome and support evaluations with details from the text.

WEEK 6 — Secrets, Risk and Turning Points

Big question: How do discoveries and dangerous choices change the direction of the story?
Suggested text coverage: Later camp events and turning points that increase the stakes for Stanley and Zero.
Weekly focus: Turning points → tension → inference

Session	Reading focus	Learning objective	Granular knowledge to be taught
21. A turning point	Structure	To explain how a turning point changes the direction of the narrative and raises the stakes for the characters.	Identify a significant turning point and explain how it changes the characters' options or the direction of events. Compare the situation before and after it.
22. Risk and survival	Inference and evaluation	To infer characters' motives for taking risks and evaluate their choices using evidence.	Infer why characters take risks and weigh what they stand to gain or lose. Use evidence to evaluate whether a decision is understandable, reckless or necessary.
23. The Warden and authority	Characterisation and power	To analyse how Sachar presents the Warden's power and motives through language and behaviour.	Examine how the Warden is presented through actions, dialogue and others' reactions. Identify signs of control, secrecy and intimidation without relying on labels alone.
24. Suspense at a critical moment	Language and structure	To explain how Sachar uses language and structure to build tension at a critical point in the novel.	Analyse the use of pace, sentence length, action and withheld information during a tense episode. Explain how these choices shape reader response.

WEEK 7 — Survival Beyond the Camp

Big question: What changes when Stanley and Zero face the natural world beyond the camp?
Suggested text coverage: The escape and survival episodes, including the journey away from Camp Green Lake.
Weekly focus: Setting → resilience → relationship

Session	Reading focus	Learning objective	Granular knowledge to be taught
25. A changed setting	Setting and atmosphere	To compare settings and explain how the environment creates new challenges for Stanley and Zero.	Compare the camp with the landscape beyond it. Explore how descriptions of heat, terrain, water and shelter affect the characters' chances of survival.
26. Physical and emotional survival	Inference	To infer the physical and emotional effects of survival challenges using precise textual clues.	Infer how exhaustion, thirst, hunger and fear affect the characters. Distinguish physical description from the emotional meaning readers infer.
27. Cooperation and trust	Relationship and theme	To explain how cooperation and trust help Stanley and Zero respond to danger.	Track how Stanley and Zero depend on one another. Identify moments of practical help, sacrifice and shared decision-making.

28. Hope and determination	Theme and evaluation	To analyse how Sachar presents hope and determination during the characters' struggle to survive.	Explore how hope, determination and memory influence the characters' actions. Support interpretations with events and language from the relevant chapters.

WEEK 8 — Uncovering the Connections

Big question: How do the novel's different storylines begin to fit together?
Suggested text coverage: Later revelations linking Stanley's family, Zero's background and the history of Green Lake.
Weekly focus: Clues → chronology → synthesis

Session	Reading focus	Learning objective	Granular knowledge to be taught
29. Following the clues	Retrieval and inference	To combine clues from across the novel to explain how its mysteries are being resolved.	Gather details from different parts of the novel that may connect the storylines. Distinguish a clear fact from a developing interpretation.
30. Characters and inherited stories	Theme and structure	To explain how past events and family histories influence characters in the present narrative.	Explore how family stories and past events affect present-day characters. Consider how the past shapes identity, opportunity and choices.
31. Revelation and surprise	Structure and reader response	To explain how a revelation changes the reader's understanding of earlier events and clues.	Examine a significant revelation and compare what readers knew before and after it. Explain how earlier details take on new meaning.
32. Building a coherent timeline	Chronology and synthesis	To synthesise events from different time periods into a coherent account of how the plot fits together.	Organise major events from the different time periods into a clear timeline. Explain cause-and-effect links and identify where the narrative deliberately shifts time.

WEEK 9 — Themes, Symbolism and Authorial Choices

Big question: What ideas does Sachar want readers to consider beyond the events of the plot?
Suggested text coverage: Whole-novel review, focusing on justice, friendship, fate, prejudice, family history and recurring images.
Weekly focus: Themes → symbolism → authorial intent

Session	Reading focus	Learning objective	Granular knowledge to be taught
33. Justice and injustice	Theme and evaluation	To explain how the novel explores justice and injustice through events, characters and institutions.	Track examples of fair and unfair treatment, including the way the boys are treated by adults and the justice system. Develop a thematic statement supported by evidence.

34. Fate, luck and choice	Theme and inference	To evaluate how Sachar presents the relationship between luck, fate and personal choice.	Explore references to luck, curses, fate and personal responsibility. Consider whether events appear predetermined or are influenced by characters' choices.
35. Symbols and recurring details	Symbolism and motif	To explain how recurring details or symbols contribute to the novel's wider meanings.	Identify recurring objects, images or details and consider how their significance changes across the novel. Support interpretations with more than one example.
36. Sachar's craft and purpose	Authorial intent	To evaluate how Sachar's narrative choices encourage readers to think about the novel's themes.	Review choices in structure, humour, characterisation, setting and language. Consider how the interwoven timelines affect the reader and support ideas about the author's purpose.

WEEK 10 — Synthesis, Comparison and Final Response

Big question: How successfully does Holes combine mystery, adventure and ideas about justice and friendship?
Suggested text coverage: Whole-novel review and independent response.
Weekly focus: Whole-text analysis → comparison → evaluation

Session	Reading focus	Learning objective	Granular knowledge to be taught
37. Character journeys across the novel	Whole-text character analysis	To develop a whole-text analysis of character change, linking evidence from the beginning, middle and end.	Compare Stanley's early characterisation with his later actions and relationships. Track changes in Zero and other key characters where relevant, using evidence from different chapters.
38. Comparing storylines	Structure and synthesis	To explain how the novel's interwoven storylines connect and strengthen its central ideas.	Compare the present-day storyline with the historical narrative. Explain how parallels, contrasts and shared details create meaning and help resolve the plot.
39. Independent critical evaluation	Evaluation and discussion	To construct and justify an independent evaluation of Sachar's choices, considering alternative interpretations.	Develop a balanced judgement about the novel's effectiveness. Consider alternative interpretations and support points with precise evidence and appropriate qualifying language.
40. Final reading response	Synthesis and written response	To write a sustained, evidence-based response that analyses and evaluates Holes as a whole novel.	Plan and write a sustained response to a question about character, theme, structure or authorial intent. Select evidence from across the novel and explain its significance rather than simply retelling events.

Year 6

Cycle 5 – Silver Sword

Week 1 – Entering Occupied Warsaw

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
1 – introducing the novel and historical context	Context; prediction; genre	To use the title, cover and historical context to make evidence-based predictions and generate questions about the novel	Establish essential knowledge of Poland, Warsaw, Nazi occupation and displacement during WWII. Distinguish historical fiction from historical fact. Understand that context helps interpret characters' actions. Use title, cover and blurb for evidence-based predictions. Generate questions the narrative may answer.
2. Joseph Balicki and the opening conflict	Retrieval; inference; evidence	To retrieve key facts about Joseph Balicki and infer his character and circumstances using precise textual evidence.	Retrieve explicit information about Joseph and his circumstances. Distinguish fact, inference and opinion. Infer character from behaviour and decisions. Understand occupation, resistance, authority, persecution and defiance. Select the strongest evidence supporting an impression.
3 Joseph's arrest	Inference; cause and consequence	To infer Joseph's feelings during his arrest by analysing his actions, speech and reactions, and explain how the opening establishes danger and injustice.	Explore cause and consequence. Infer feelings through actions, speech and reactions rather than relying on named emotions. Understand that characters may experience conflicting emotions. Explain how the opening establishes danger and injustice.
4 Escape and survival	Sequencing; summary; character	To sequence the most significant events in Joseph's escape and summarise how his resourcefulness supports his survival.	Sequence significant rather than every event. Distinguish key details from supporting details. Analyse Joseph's resourcefulness and determination. Summarise concisely while preserving important causal connections.

Week 2 – Family, loss and survival

Session	Reading focus	Learning Objectives	Granular knowledge to be taught
1 – Returning to Warsaw	Setting; vocabulary; language	To analyse how descriptions and vocabulary present Warsaw as a place affected by destruction and loss.	Analyse descriptions of Warsaw. Identify vocabulary associated with destruction and loss. Understand semantic field as related words creating a cumulative impression. Explain how setting communicates consequences of war.
2 – The Balicki Children	Characterisation; comparison	To compare Ruth, Edek and Bronia by explaining how their actions and responses to hardship reveal their personalities.	Retrieve information about Ruth, Edek and Bronia. Compare personalities, responsibilities and responses to hardship. Understand that characterisation is built through actions, dialogue, description and others' reactions.
3 – Ruth as a leader	Inference; evidence; evaluation	To evaluate Ruth's leadership by using evidence of her responsibility, compassion, resilience and maturity.	Infer Ruth's motives and values. Distinguish leadership from simply being in charge. Examine responsibility, compassion, resilience and maturity. Combine evidence from different passages to form a supported judgement.
4 – Survival in Warsaw	Summary; themes; connections	To summarise how the children survive in Warsaw and connect key events to the wider ideas of survival, community and responsibility.	Summarise how the children survive. Distinguish chronological retelling from thematic summary. Connect individual events to survival, community and responsibility.

Week 3 – Jan and the Silver Sword

Session	Reading focus	Learning Objectives	Granular knowledge to be taught

1 – Meeting Jan	Inference; vocabulary; interpretation	To build a balanced first impression of Jan by interpreting explicit and implied clues about his character.	Build a first impression from explicit and implicit information. Explore resourceful, suspicious, unpredictable, independent and vulnerable. Understand that a character can possess apparently contradictory qualities. Select evidence for different interpretations.
2 – Can Jan be trusted?	Evidence; alternative interpretations	To evaluate whether Jan can be trusted by weighing evidence for and against different interpretations.	Gather evidence for and against a proposition. Distinguish what Jan says from what his behaviour reveals. Recognise different valid interpretations. Construct an evidence-based judgement and acknowledge a counterargument.
3 –The Silver Sword	Motif; symbolism; retrieval	To explain how the silver sword develops from a physical object into a symbol of family, hope and reunion.	Understand an object motif as a recurring object that gains significance. Retrieve its origins and journey. Distinguish literal function from symbolic interpretation. Explore how it represents Joseph, hope, family and reunion.
4 – The message from Joseph	Structure; turning point; prediction	To explain how Joseph's message changes the direction of the story and predict what the children may do next using evidence.	Analyse how the discovery changes the narrative direction. Understand a turning point as an event significantly altering goals or plot. Predict subsequent actions from established motives and evidence.

Week 4 – The Journey Begins

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – The journey nattative	Genre; structure	To identify the conventions of a quest or journey narrative and explain how the children's goal gives the plot direction.	Identify conventions of a quest/journey narrative: goal, destination, obstacles, companions, danger and transformation. Establish the children's objective. Understand how a clear goal gives events direction.
2 – Setting as an obstacle	Setting; language	To analyse how descriptions of landscapes and ruined towns make the setting an obstacle to the children's journey.	Analyse landscape, ruined towns and travelling conditions. Understand that setting can actively create difficulties rather than simply provide backdrop. Explore precise verbs, adjectives and imagery communicating hardship.
3 – Ruth, Jan and Bronia	Relationships; inference	To infer how shared experiences, conflict and cooperation change the relationships between Ruth, Jan and Bronia.	Track relationships as they develop. Understand that relationships change through conflict, cooperation and shared experience. Identify moments increasing or decreasing trust. Rank moments by significance.
4 – Summarising the journey so far	Summary; main ideas	To produce a concise summary of the journey so far, grouping events into main ideas and explaining cause and effect.	Identify main ideas across several chapters. Group events under broader headings rather than recounting individually. Produce a concise summary using because, therefore, consequently and as a result.

Week 5 – Finding Edek

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – Searching for Eddek	Clues; prediction; synthesis	To combine stated and implied clues to make and justify predictions about finding Edek.	Identify stated and implied clues. Distinguish clue from assumption. Combine information from different points in the text. Make predictions with degrees of certainty: might, probably, likely, almost certainly.
2 – Edek's experiences	Inference; comparison; theme	To infer how Edek's experiences reveal the physical and emotional effects of war on children, comparing them with Ruth's experiences.	Infer what Edek's experiences reveal about war's effects on children. Compare his circumstances with Ruth's. Distinguish physical hardship from emotional impact. Select evidence demonstrating both.
3 –Reunion with Edek	Language; inference; evidence	To analyse how dialogue, actions and restrained description convey the emotional significance of Edek's reunion with the others.	Analyse the emotional significance of reunion. Identify how dialogue, actions and restrained description communicate emotion. Understand that powerful feelings need not be explicitly stated. Evaluate which evidence conveys the strongest emotion.
4 – How has war changed the children?	Character development; synthesis	To compare the children before and after key experiences and explain how war has changed them physically, emotionally and behaviourally.	Compare characters before and after significant experiences. Understand character development as change resulting from events and relationships. Identify physical, emotional and behavioural changes. Connect development to wider consequences of war.

Week 6 – Language, atmosphere and tension

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – Serrailliers vocabulary choices	Vocabulary; connotation	To analyse the denotation and connotations of Serraillier's vocabulary and explain the effects of precise word choices.	Investigate precise vocabulary and shades of meaning. Distinguish denotation from connotation. Compare synonyms and evaluate why one word produces a particular effect. Explain using word -> implication -> effect.
2 – Creating atmosphere	Atmosphere; language	To explain how language and sensory details combine to create atmosphere, including fear, uncertainty, relief or hope.	Distinguish setting from atmosphere. Identify combinations of vocabulary, sensory description and imagery creating fear, uncertainty, relief or hope. Explain how several details combine to establish mood.
3 – Building tension	Structure; pace; language	To analyse how pace, sentence length, dialogue and delayed outcomes work together to build tension.	Identify uncertainty, danger, restricted information, sentence length, dialogue, delayed outcomes and chapter endings. Understand narrative pace. Explain how structural and language choices work together.
4 – Authorial choices	Analysis; reader effect	To explain what Serraillier's language choices suggest, how they shape meaning and how they may influence the reader.	Develop what -> how -> why. Identify a deliberate choice, explain how it shapes meaning and suggest its effect on the reader. Use cautious language about intention, such as 'Serraillier may be suggesting...'

Week 7 – Refugees, displacement and humanity

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – what does it mean to be displaced?	Vocabulary; context; retrieval	To explain key terms linked to displacement and use evidence from the novel to describe the practical and emotional consequences of losing home.	Understand refugee, displaced, border, homeland and migration. Connect vocabulary to characters' experiences. Distinguish voluntary travel from forced displacement. Retrieve evidence showing practical and emotional consequences of losing home.
2 – Kindness in difficult circumstances	Theme; connections	To trace examples of kindness and cooperation and develop a thematic statement about retaining humanity during hardship.	Track examples of help, generosity and cooperation. Understand theme as an idea developed repeatedly. Move from kindness as a topic to a thematic statement such as 'people can retain their humanity even during extreme hardship'.
3 –Different attitudes to refugees	Viewpoint; comparison	To compare different characters' or groups' attitudes towards refugees and distinguish their viewpoints from the author's possible viewpoint	Compare how different characters or groups respond to displaced people. Identify perspective and possible motives. Distinguish a character's viewpoint from the author's. Recognise how circumstances influence attitudes.
4 – Hope versus despair	Theme; evaluation	To evaluate how hope and despair are presented through imagery, actions and dialogue at this stage of the novel.	Find moments representing hope and despair. Compare imagery, actions and dialogue associated with each. Evaluate which force appears more powerful at this stage, using evidence across chapters.

Week 8– Character, conflict and moral choices

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – Jan's Character development	Comparison; synthesis	To compare Jan's behaviour at different points in the novel and explain what changes or remains consistent as he finds belonging.	Compare Jan at introduction with later behaviour. Identify characteristics that remain stable and those that develop. Explore how belonging to the group affects him. Select evidence from different sections.
2 – Ruth and responsibility	Evaluation; evidence	To evaluate Ruth's responsibility by considering whether her actions arise from choice or necessity and supporting a judgement with evidence.	Examine the burden of responsibility placed on Ruth. Distinguish choice from necessity. Evaluate whether her greatest quality is courage, compassion, resilience or leadership. Support and challenge interpretations with evidence.
3 – Edek and resilience	Inference; evaluation	To explain how Edek demonstrates resilience while recognising moments of vulnerability, and evaluate how these shape the reader's view of him	Understand resilience as continuing or recovering despite adversity. Identify physical and emotional resilience and moments of vulnerability. Evaluate whether vulnerability weakens or strengthens the reader's impression of Edek.
4 – Who is the group's most	Synthesis; debate; justification	To construct and defend an evidence-based judgement about which child is most important to the group, responding to counterarguments.	Synthesise evidence about Ruth, Edek, Bronia and Jan. Establish criteria for importance: leadership, survival skills, emotional support, decision-making and hope. Construct an argument, respond to counterarguments and reach a reasoned judgement.

important member?			

Week 9–Symbolism, themes and deeper interpretation

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – The silver sword revisited	Symbolism; whole-text connections	To trace the silver sword across the novel and explain how its significance develops as a symbol of family, hope, identity and reunion.	Trace major appearances of the silver sword. Understand how an object's meaning accumulates across a narrative. Explore family, hope, identity, promise and reunion. Rank interpretations according to textual support.
2 – Family and belonging	Theme; synthesis	To compare biological family with bonds formed through shared experience and support a whole-text interpretation of belonging.	Compare biological family with relationships created through shared experience. Track actions motivated by loyalty and belonging. Develop a thematic statement about what constitutes a family, supported by evidence from different sections.
3 – War and Childhood	Theme; comparison; interpretation	To analyse how the novel contrasts childhood with adult responsibilities and explain what it suggests about war's impact on children.	Identify ways the novel contrasts childhood with adult responsibilities. Compare play or innocence with survival and danger. Explore what Serraillier may suggest about conflict's effect on childhood. Distinguish interpretation from historical fact.
4 – Hope and perseverance	Theme; whole-text evidence	To develop a whole-text interpretation of hope and perseverance, linking the children's choices with the silver sword and their goal of reunion.	Trace how hope motivates decisions. Distinguish hope from optimism: hope can exist despite recognition of danger. Connect the silver sword, Switzerland and family reunion. Construct a whole-text thematic interpretation.

Week 10 – Resolution and whole-text structure

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – Approaching the climax	Structure; tension	To explain how obstacles and rising stakes prepare the reader for the climax and increase narrative tension.	Identify increasing obstacles and stakes. Understand climax as the point of greatest narrative tension or significance rather than simply the most exciting scene. Analyse how earlier events prepare readers emotionally.
2 – The final journey	Pace; tension; significance	To analyse how changes in pace and delayed resolution shape the final journey and make the destination significant.	Analyse pace and tension. Identify where Serraillier speeds up or slows down events. Explain uncertainty and delayed resolution. Compare the emotional significance of the destination with its literal geographical importance.
3 – Resolution and reunion	Resolution; evaluation	To evaluate how effectively the resolution settles central conflicts, considering consequences and comparing the ending with earlier predictions.	Understand resolution as the settling of central conflicts. Identify resolved problems and consequences that cannot simply disappear. Compare the ending with earlier predictions. Evaluate whether the resolution is satisfying and justified.

4 – Whole text structure	Structure; cohesion; synthesis	To explain how the novel's structure links separation, survival, the silver sword, the journey and reunion through cause and effect.	Map opening -> separation -> survival -> silver sword -> journey -> obstacles -> reunion/resolution. Identify cause-and-effect links. Explain how the silver sword provides structural cohesion by connecting separated characters and narrative stages.

Week 11 – Critical reading and independent response.

Session	Reading focus	Learning Objective	Granular knowledge to be taught
1 – Serrailliers presentation of war	Whole-text interpretation; authorial choices	To develop a whole-text interpretation of how Serraillier presents war through individual experiences of destruction, separation, kindness and resilience.	Gather evidence showing destruction, separation, danger, kindness and resilience. Understand how an author explores a major historical event through individual experiences. Develop an interpretation of what the novel suggests about ordinary people during war.
2 – Critical debate	Discussion; evidence; counterargument	To debate whether hope is more important than courage in The Silver Sword, using evidence to defend a judgement and respond respectfully to alternatives.	Debate 'Hope is more important than courage in The Silver Sword.' Gather evidence for and against. Distinguish fact, inference and opinion. Build on contributions, challenge courteously and defend a judgement.
3 –Extended analystical response	Independent analysis; synthesis	To write a structured analytical response explaining how Serraillier presents the importance of family, using evidence from the beginning, middle and end.	Respond to 'How does Serraillier present the importance of family in The Silver Sword?' Select evidence from beginning, middle and end. Organise by ideas rather than chronology. Explain evidence and connect examples to the whole-text argument.
4 – Final synthesis and assessment	Independent application	To independently apply Year 6 reading skills to evaluate the novel and justify a recommendation, reflecting on how evidence can shape interpretation.	Independently apply vocabulary, retrieval, inference, prediction, summary, language, structure, comparison and theme skills. Evaluate the novel and justify a recommendation. Reflect on how rereading and accumulating evidence can change an interpretation.