Milby Primary School – Whole School Reading Coverage

Year Group	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	**English/ Drawing Club: Text drivers**	The Colour Monster Goldilocks & the 3 bears The 3 little pigs Little Red Riding Hood We're going on a bear hunt	Kipper's birthday Going on a bear hunt (poetry) Rama and Sita Stickman The Nativity Martha Maps it Out Atlas	One snowy night Kipper's Snowy Day Betty and the Yeti Arctic animals The Gruffalo's Child Welcome to our World Atlas	Harry and the bucketful of dinosaurs Dinosaur roar (poem) Chalk Fossil What colour is my dinosaur?	Jack the Beanstalk Jasper's Beanstalk How to grow a bean The very hungry caterpillar The little seed	Commotion in the ocean Surprising sharks Sharing a shell Tiddler The lighthouse keeper's lunch
	English: Comprehension	Enjoys an increasing range of print and digital books, both fiction and non-fiction Shares books, rhymes and songs with others, answering simple 'why' questions Retells deeply familiar stories, using some new vocabulary they have met in books Uses vocabulary they have met in books, in other some contexts such as role play		Shares books, rhymes and songs with others, answering questions about 'when' and 'how' Describes main story settings, events and principal characters in increasing detail Retells familiar stories using recently learnt vocabulary Uses vocabulary found in a range of texts, increasingly exploring meaning Uses vocabulary they have met in books in a range of other contexts, including role play		Knows that information can be retrieved from books, computers and mobile digital devices Asks questions to find out more and to check understanding about what has been read Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some of the new knowledge and vocabulary learnt from books	

						Uses a range of new vocabulary they have met in books in a range of contexts, including role play	
	Application	*Half termly phonics screening* *CC Unit 1 & 2 (Look and Listen)*		*Half termly phonics screening* *CC Unit 3 (Sequencing pictures) & 4 (Reading words)*		*Year 1 Phonics screening* *CC Unit 5 (Yes or no questions) & 6 (Missing words)*	
1	***English: Text drivers***	*Supertato* *Traction Man*	*Zim Zam Zoom Firework Poem* *The Frog Prince* *The Jolly Postman*	*Where the Wild Things Are* *The Owl and the Pussy Cat*	*The Pirates Next Door* *The Gingerbread Man*	*The Digusting Sandwich*	*The Big Book of Bugs* *Naughty Bus* *The Ugly Sharkling*
	English: Reading Comprehension (Cracking comprehension & Bug Club Shared Reading)	*CC Unit 1, 2 & 3* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information* *1d make inferences from the text*	*CC Unit 4, 5 & 6* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters,*	*CC Unit 7, 8 & 9* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*	*CC Unit 10 & 11* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information* *1d make inferences from the text*	*CC Unit 12 & 13* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*	*CC Unit 14 & 15* *Bug Club shared reading* *1a draw on knowledge of vocabulary to understand texts* *1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*

		1e predict what might happen on the basis of what has been read so far	events, titles and information 1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts 1d make inferences from the text		1c identify and explain the sequence of events in texts 1d make inferences from the text	1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far
	Application	Autumn assessment week Half termly phonics screening Cracking Comprehension Assessment A		Spring assessment week Half termly phonics screening Cracking Comprehension Assessment B		Summer assessment week Half termly phonics screening Cracking Comprehension Assessment C	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE The Ugly Duckling	NON-LINEAR TIME SEQUENCE One candle	NARRATIVELY COMPLEX And the dish ran away with the spoon	FIGURATIVE/SYMBOLIC TEXT Owl babies	RESISTANT TEXT Lost and found	CLASS CHOICE
2	**English: Text drivers**	The Snail and the Whale The Big Book of Blue	Queen Victorias bathing machine The Elves and the Shoemaker	Look up Curiosity – The story of a Mars rover	Georges Marvellous Medicine	Rapunzel	Flotsam The Lighthouse Keepers Lunch
	English: Reading Comprehension Cracking comprehension/CGP	Unit 1, 8 & 13 CGP Book 1 1a draw on knowledge of	Unit 2 & 9 CGP Book 1 1a draw on knowledge of	Unit 3 & 14 CGP Book 1 1b identify/explain key aspects of fiction and non-	Unit 2 & 10 CGP Book 2 1a draw on knowledge of vocabulary to understand texts	Unit 5, 11 & 15 CGP Book 2 1a draw on knowledge of	Unit 6 & 12 CGP Book 2 1a draw on knowledge of

		vocabulary to understand texts 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text	vocabulary to understand texts 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text	fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	vocabulary to understand texts 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	vocabulary to understand texts 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far
	Application	Autumn assessment week Half termly phonics screening Cracking Comprehension Assessment 1, 5 & 9		Spring assessment week Half termly phonics screening Cracking Comprehension Assessment 2, 3 & 7		Summer assessment week Half termly phonics screening Cracking Comprehension Assessment 4, 6 & 8	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE The Magic faraway tree	NON-LINEAR TIME SEQUENCE The Trouble with Trolls	NARRATIVELY COMPLEX The Day the Crayons Quit	FIGURATIVE/SYMBOLIC TEXT The Lotus Seed	RESISTANT TEXT Wolves	CLASS CHOICE

3	**English: Text drivers**	Stone Age Boy (Satoshi Kitamura)	A Christmas Carol (Charles Dickens)	Fantastic Mr Fox (Roald Dahl) Poems Aloud (Joseph Coelho)	Escape from Pompeii (Christina Balit)	The Egyptian Cinderella (Shirley Climo)	Window (Jeannie Baker) Junk (Kirk Hendry)
	English: Reading Comprehension Cracking comprehension/CGP	CC Units 2, 14, 9 & 13 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 1d make inferences from the text 2e predict what might happen from details stated and implied	CC Units 3 & 11 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 1d make inferences from the text 2f identify/explain how information/narrative content is related and contributes to	CC Units 5 & 10 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 1d make inferences from the text 2h make comparisons within the text	CC Units 8 & 7 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 1d make inferences from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrative content is related and contributes to meaning as a whole	CC Units 15a & 6 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 1d make inferences from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrative content is related and contributes to meaning as a whole	CC Units 15b, 12 & 4 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 1d make inferences from the text 2e predict what might happen from details stated and implied

		2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases	meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text		2h make comparisons within the text	2g identify/explain how meaning is enhanced through choice of words and phrases	2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text
	Application	Autumn assessment week Cracking Comprehension Assessment 1 & 5		Spring assessment week Cracking Comprehension Assessment 2, 8 & 3		Summer assessment week Cracking Comprehension Assessment 4, 6 & 8	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE Charlottes Web	NON-LINEAR TIME SEQUENCE The Butterfly Lion	RESISTANT TEXT The Book With No Pictures	FIGURATIVE/SYMBOLIC TEXT Revolting Rhymes	NARRATIVELY COMPLEX Nims Island	CLASS CHOICE
4	**English: Text drivers**	The Water Tower The Lion and the Unicorn	The Firework Makers Daughter War of the Worlds	Winters Child The Selfish Giant	The Jungle Book The Present	Monster Slayer	The Happy Prince Charlie and the Chocolate Factory

	English: Reading Comprehension Cracking comprehension/CGP	CC Unit 1, 4 & 13 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied	CC Unit 2 & 8 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied	CC Unit 3 & 5 CGP Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and	CC Unit 10, 14, 6 & 15 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	CC Unit 11 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrative	CC Unit 7, 12 & 9 CGP Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and

		2f identify/explain how information/narrative content is related and contributes to meaning as a whole	2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases	contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases		content is related and contributes to meaning as a whole	contributes to meaning as a whole
	Application	Autumn assessment week Cracking Comprehension Assessment 1, 2 & 5		Spring assessment week Cracking Comprehension Assessment 2, 6 & 8		Summer assessment week Cracking Comprehension Assessment 3, 4 & 9	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE The Railway Children	NON-LINEAR TIME SEQUENCE Fortunately the milk	RESISTANT TEXT The case of the lost boy	FIGURATIVE/SYMBOLIC TEXT The Tunnel	NARRATIVELY COMPLEX Cloud Busting	CLASS CHOICE
5	**English: Text drivers**	Goldilocks (Traditional tale) Renga poetry - seasons	One Boys War (Historical fiction)	Matchbox Diary (Picture book) The Arrival (Picture book)	The Pied Piper (Michael Morpurgo) Demeter and Persephone	Snow Goose (Historical fiction) Haiku poetry (The water cycle)	The Piano (Visual Literacy – Literacy shed) The Highwayman (Narrative poem)
	English: Reading Comprehension	CC Unit 8, 1, 14, 2 & 15 CGP Book 1	CC Unit 10, 3, 11 & 4 CGP Book 1	CC Unit 13 & 12 CGP Book 1	CC Unit 5 & 6 CGP Book 2	CC Unit 7 CGP Book 2	CC Unit 9 & 15 CGP Book 2

	Cracking comprehension/CGP	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrati	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrative content is related	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2g identify/explain how meaning is enhanced through choice of words and phrases	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through	2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole

		choice of words and phrases 2h make comparisons within the text	ve content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases		choice of words and phrases 2h make comparisons within the text	2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text
	Application	Autumn assessment week Cracking Comprehension Assessment 1, 5 & 8		Spring assessment week Cracking Comprehension Assessment 2, 6 & 9		Summer assessment week Cracking Comprehension Assessment 3, 4 & 7	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE THE HOBBIT J.R.R. TOLKEIN	NON-LINEAR TIME SEQUENCE 1,000-YEAR-OLD BOY ROSS WELFORD	RESISTANT TEXT THE LIE TREE FRANCES HARDINGE	FIGURATIVE/ SYMBOLIC TEXT WHO LET THE GODS OUT? MAZ EVANS IN FLANDERS FIELDS (POEM) JOHN MCCRAE	NARRATIVELY COMPLEX WAR HORSE MICHAEL MORPURGO	CLASS CHOICE
6	**English: Text drivers**	Clockwork (5) Macbeth (2)	Macbeth	Boy in the Striped Pyjamas	Beyond the Lines (1) Kensuke's Kingdom	Kensuke's Kingdom	Hansel and Gretel – Alternative Tales

	English: Reading Comprehension Cracking comprehension/CGP	CC Unit 1 & 8 CPG Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify/explain how	CC Unit 2 & 13 CPG Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2d make inferences from the text/explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify/explain how information/narrative content is related and contributes to	CC Unit 3 & 9 CPG Book 1 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole	CC Unit 4 & 14 CPG Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases	CC Unit 5 & 10 CPG Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	CC Unit 6 & 15 CPG Book 2 2a give/explain the meaning of words in context 2b retrieve and record information/identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text/explain and justify inferences with evidence from the text 2f identify/explain how information/narrative content is related and contributes to

		information/narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases	meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	2h make comparisons within the text		meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text
	Application	SATs preparation papers Cracking Comprehension Assessment 1, 3, 4 & 7		SATs preparation papers Cracking Comprehension Assessment 2, 5, 6 & 8		SATs preparation papers Cracking Comprehension Assessment 3 & 9	
	CLASS READER (5 PLAGUES OF READING)	ARCHAIC LANGUAGE The Lord of the Rings	NON-LINEAR TIME SEQUENCE Holes	RESISTANT TEXT A monster calls	FIGURATIVE/SYMBOLIC TEXT Harry Potter	NARRATIVELY COMPLEX Wonder	CLASS CHOICE