

St Peter's Catholic Primary School Yearly Planner Year 2026 - 2027

Subject – English: Reading

Year 1 Ready, Steady Comprehension

Autumn Texts: Mr Wolf's Pancakes, Goldilocks and the Three Bears, Goldilocks and Just One Bear, The Owl and the Pussycat

Spring Texts: The Leopard's Drum, Deep in the Woods, Poems to Perform, No Dinner

Summer Texts: Peace at Last, Mrs Armitage on Wheels, Can't You Sleep Little Bear?, Poems Out Loud

Throughout Year 1 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 1 Focus on: • Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences • Recognise and join in with predictable phrases with increased confidence • Recite by heart many poems • Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say	Apply the following reading strategies with increasing independence: • Use a phonics first approach for decoding unfamiliar words and practicing known graphemes • Blend known graphemes when reading words • Segment known graphemes when reading words • Identify simple text features such as titles and pictures to indicate what a text is about • Talk <i>about</i> books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding) • Develop reading accuracy decodable text • Self-correction including re-reading words • Identify and locate pre-taught vocabulary • Re read sentences for fluency	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. 1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, split vowel digraph, contraction, blend, predict, title, event		
Word Reading		
Throughout Year 1 Focus on: - Read words containing taught GPCs - Read other words of more than one syllable that contain taught GPCs - Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency - Read all capital letters and the days of the week - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read aloud accurately decodable books that are consistent with their developing phonic knowledge - Re-read books to build up fluency and confidence - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)		

Year 2 Ready, Steady Comprehension

Autumn Texts: Once Upon a Wild Wood, The Glass Maker's Daughter, The Secret of the Tattered Shoes, The Owl and the Pussycat

Spring Texts: The Wolf's Story, Revolting Rhymes, The Three Little Wolves and the Big Bad Pig, The True Story of the Three Little Pigs!

Summer Texts: The Owl who was Afraid of the Dark, The Tunnel, George's Marvellous Medicine, The Works

Throughout Year 2 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 2 Focus on: •Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently •Demonstrating familiarity with and retelling a wide range of stories, fairy stories and traditional tales •Discussing their favourite words and phrases using some of them in their writing •Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Apply the following reading strategies with increasing independence: •Build on phonics subject skills and knowledge •Connect prior knowledge with context •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families •Locate and discuss words and pre-taught vocabulary to find out what the text is about •Connect prior knowledge to context	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. 1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question		

Year 3 Ready, Steady Comprehension

Autumn Texts: Leon and the Place Between, Varjak Paw, Charlotte's Web, Hot Like Fire Poetry

Spring Texts: The Princess and the Pea, The Snow Queen, Fire Burn, Cauldron Bubble Magical Poems, The Princess' Blankets

Summer Texts: Pippi Longstocking, Harry the Poisonous Centipede, Stig of the Dump, Welcome to my Crazy Life Poetry

Throughout Year 3 focus on		
Comprehension	Skills and Strategies	Content Domains*
Building on Previous Year and throughout Year 3 focus on: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Participate in discussion about both books that are read to them and those they can read for themselves • Use dictionaries to check the meaning of many unknown words that they have read • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Increase their familiarity with a wide range of books and retell some of these orally	• Building on phonics subject skills and knowledge • Connect prior knowledge with context • Locate and discuss words and pre taught vocabulary to find out what the text is about • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context • Read a range of texts with increasing accuracy and fluency • Develop fluent and enthusiasm for reading and read widely and frequently	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. 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
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present		

Year 4 Ready, Steady Comprehension

Autumn Texts: The Miraculous Journey of Edward Tulane, Night of the Gargoyles, The Girl who Stole an Elephant, Where Zebras Go

Spring Texts: Beowulf, Stories From Around the World, Tales From Africa, The Poetry Chest

Summer Texts: The Firework Maker's Daughter, The Wind in the Willows, The Legend of Podkin One-Ear, Werewolf Club Rules

Throughout Year 4 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 4 Focus on: •Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Read a wide range of books that are structured in different ways and read for a range of purposes •Begin to use more complex dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language •Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	Apply the following reading strategies with increasing independence: •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Read texts, including those with few visual clues, increased independence and concentration •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context •With increased independence develop views about what is read •Develop positive attitudes to reading and understanding of what is read	2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text 2b retrieve and record information / identify key details from fiction and non-fiction
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 4 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present		

Year 5 Ready, Steady Comprehension

Autumn Texts: Wonderland Alice in Poetry, The Storm Keeper's Island, Sky Song, The Nowhere Emporium

Spring Texts: Between Worlds, Outlaw the True Story of Robin Hood, How the Whale Became and Other Stories, The Highway Man, The Lady of Shalott

Summer Texts: Journey to Joburg, Kick, Oranges in No Man's Land, Wicked World

Throughout Year 5 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 5 Focus on: •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books •Recommend books that they have read to their peers, giving simple reasons for their choices •Learn a wider range of age appropriate poetry by heart •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Apply the following reading strategies with increasing independence: •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context •Read extended texts independently for sustained periods •Self-correction, including re-reading and reading ahead •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context •Reading widely and frequently for pleasure and information	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. 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
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare		

Year 6 Ready, Steady Comprehension

Autumn Texts: Boy in the Tower, Asha and the Spirit Bird, Carol Ann Duffy's New and Collected Poems

Spring Texts: The Wolves of Willoughby Chase, The Call of the Wild, Black Beauty, A Poem for Every Night of the Year

Summer Texts: Grimm's Fairy Tales, Blackberry Blue, The House With Chicken Legs,

Throughout Year 6 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 6 Focus on: • read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books • Recommend books that they have read to their peers, giving simple reasons for their choices • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Increase their familiarity with a wide range of books • Learn a wider range of poetry by heart	Apply the following reading strategies with increasing independence: • Recognise and read <i>all Year 5&6 Word List</i> words with automaticity • Make meaning from words and sentences, including knowledge of phonics, word roots, word families, • Make meaning from text organisation • Make meaning by drawing on prior knowledge • Read increasingly complex texts independently for sustained periods • Find the main idea of a paragraph and text	*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment. 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
Reading Terminology for Pupils		
Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare		