



XII Apostles RCPS – Reading Outcomes Document

Year Group	Topic	Texts	Outcomes	Key Vocabulary	Further Vocabulary
Reception	All About Me Superheroes & People Who Help Us Houses & Homes Terrific Tales Come Outside Under the Sea	How Babies Grow Harry & The Dinosaurs Rainbow Fish Oliver's Fruit Salad Five Little Senses All In A Row Hairy McClary November Night Countdown Detective Tilate Burglar Bill Supertato A Check Up To The Doctor Colin the Coastguard Little Red Riding Hood How We Use Electricity What Was It Like Before Electricity? The Wolf's Tail Maps Homes Around the World Three Little Pigs Move House Castles There Is No Dragon In This Story George and the Dragon Cinderella Christopher's Caterpillar Things With Wings Jasper's Beanstalk My Bean Diary	Children at the expected level of development will: <ul style="list-style-type: none"> • 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. Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	To recognise, understand and use the following key vocabulary accurately: letter sound word segment blend read with speed	book Story phoneme grapheme full stop question mark



XII Apostles RCPS – Reading Outcomes Document

		Lighthouse Keeper's Lunch The Singing Mermaid Look Inside a Rock Pool Living Beside the Sea The Story of Seaside Holidays			
Year Gro up	Texts	Outcomes	Vocabulary	Further Vocabulary	
Year 1	Toby and The Great Fire of London Jack and the Beanstalk Coming to England Traction Man Prince George goes to school The Naughty Bus The Gruffalo The Highway Rat Out & About – poetry about Autumn Toby and The Great Fire of London (History) Katie in London Jack and The Beanstalk Traditional Tale Poetry One day in the Blue Savannah Traction Man is here Out & About – poetry about Summer	Speedily read all basic phoneme/graphemes Read accurately by blending known GPCs Read common exception words Read common suffixes Read multi-syllable words containing known GPCs Retell familiar stories and traditional tales Recognise and join in with predictable phrases Correct inaccurate reading by checking for sense Explain clearly understanding of what is read to them Greater Depth To read confidently, fluently and accurately taught phonemes/graphemes and key words To demonstrate a solid understanding of what they have read and what has been read to them	To recognise, understand and use the following key vocabulary accurately: phoneme grapheme segment blend digraph trigraph	book Story phoneme grapheme full stop question mark sequence plot character contents title retell suffix syllable fluently speed	



XII Apostles RCPS – Reading Outcomes Document

Year Group	Texts	Outcomes	Vocabulary	Further Vocabulary
Year 2	A Squash and a Squeeze (Donaldson) Exploring the Atlantic (EdShed) Ibn Battutta (EdShed) Smartest Giant in Town Highway Rat – Modern Explorers (EdShed) Smeds and Smoos Meerkat Mail Meerkat Fun Facts (Ed Shed) Snow and Hail (Edshed) Seasons (EdShed) Storms (EdShed) Isaac Newton (EdShed) Florence Nightingale (EdShed) Film Study – The Lighthouse (EdShed) What can you do at the seaside? (Edhsed) A Victorian Seaside (EdShed) What do plants need to grow (EdShed) How to grow a sunflower (EdShed) The Pirates Next Door Peter Rabbit Queen Victoria (EdShed) Victorian Schools (EdShed) A squash and a squeeze – Julia Donaldson Room on the Broom Non Fiction Books – Explorers (Neil Armstrong/Tim Peake) Poetry books for Christmas poetry unit Meerkat Mail (postcards)	Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words Sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading Answer questions and make some inferences in a book that they can already read fluently Explain what has happened so far in what they have read in a book that they can already read fluently Greater Depth To read confidently, fluently and accurately taught phonemes/graphemes and To demonstrate a solid understanding of what they have read and what has happened inference	To recognise, understand and use the following key vocabulary accurately: sequence plot character contents title	phoneme grapheme segment blend digraph trigraph sub heading glossary retrieve predict setting hesitation exception words decode inference nonfiction



XII Apostles RCPS – Reading Outcomes Document

	Non-fiction Weather books Weather Poems Lila and the secret of the rain The Day the Crayons Quit Easter Poems The Lighthouse keepers Lunch The lighthouse keeper's picnic Seaside poetry The Pirates Next door Beatrix Potter books			
Year Group	Texts	Outcomes	Vocabulary	Further Vocabulary
Year 3	Colour Monster, The Dinosaur that Pooped, Cave Baby, Ashley Booth-Online Safety lessons Stone Age Boy, The Robot and the Blue Bird, What a Waste, several poems The Great Big Water Cycle Adventure, Three Little Wolves, Horrid Henry The Boy Who Grew Dragons, Gran Can You Rap? Ashley Booth-Sir Isaac Newton and the Apple Drop, Revolting Rhymes, The Twits, The Faraway Tree, Bill's New Frock, Three Cheers For Women, The Dot, The Worry Monster, The Dinosaur That... The Best Christmas Present in the World, All Are Welcome, Amazing Grace, In Flanders Field You Wouldn't Want to Be a Mammoth Hunter, The Magic Box (Poetry) Troll Stinks (Anti-bullying) Greta and the Giant	Read aloud and understand words based on knowledge of root words, prefixes & suffixes Begin to read further exception words, including those with unusual spelling/sound links Begin to identify themes and conventions in a range of books Check that a text makes sense, starting to include explanations of the meaning of words in context Begin to identify and summarise the main ideas drawn from more than one paragraph Draw inferences about feelings, thoughts and motives Begin to use evidence to justify inferences Begin to identify how language contributes to meaning Begin to identify how structure and presentation contribute to meaning Retrieve and record information from non-fiction texts Greater Depth To read confidently, fluently and accurately	To recognise, understand and use the following key vocabulary accurately: sub heading glossary retrieve predict setting	sequence plot character contents title infer/ inference genre explain evidence expression themes explanation/explain justify presentation structure



XII Apostles RCPS – Reading Outcomes Document

	Shine-Sarah Asuquo (Mental Health Week), Three Little Wolves, The Great big Water Cycle Adventure The Boy Who Grew Dragons, The Great big Water Cycle Adventure, Gran Can You Rap? Revolting Rhymes (Jack and the Beanstalk), The Twits, The Faraway Tree, Bill's New Frock, Three Cheers For Women	To demonstrate a solid understanding of what they have read and what has been read to them using retrieval skills To use evidence to justify inferences		inference and summary
Year Group	Texts	Outcomes	Vocabulary	Further Vocabulary
Year 4	Range of film VIPERS One Christmas Wish Habitats – Ashley Booth Book of Poems The Truth Pixie (Matt Haig) A Dinosaur Ate My Sister Charlie & the Chocolate Factory How to catch a star Rosie Revere Engineer The Firework Maker's Daughter Escape to Pompeii A Midsummer Night's Dream Who Let the Gods Out? There's a Boy in the Girls' Bathroom Varjek Paw	Read aloud and understand words based on knowledge of root words, prefixes & suffixes Read further exception words, including those with unusual spelling/sound links Identify themes and conventions in a range of books Check that a text makes sense, including explaining the meaning of words in context Identify and summarise the main ideas drawn from more than one paragraph Draw inferences about feelings thoughts and motives, confidently and accurately Use evidence to justify inferences Identify how language contributes to meaning Identify how structure and presentation contribute to meaning Retrieve and record information from non-fiction texts confidently and accurately	To recognise, understand and use the following key vocabulary accurately: infer/ inference genre explain evidence expression	sub heading glossary retrieve predict setting justify themes formal/ informal reference summarise paragraph context accuracy presentation



XII Apostles RCPS – Reading Outcomes Document

		Greater Depth To read confidently, fluently and accurately showing a solid understanding of word meanings To demonstrate a solid understanding of what they have read and what has been read to them using retrieval, inference and summary skills To confidently use evidence to justify inferences		
Year Group	Topic NC Statutory Requirements	Outcomes	Vocabulary	Further Vocabulary
Year 5	Film VIPERS The Promise After the Fall A Boy Called Christmas Journey to Jo'Burg Life Down the Mines Mrs Noah's Pockets Arthur and the Golden Rope Tuesday Megacity (Film VIPERS) The Listeners (W de la Mare) Marcy and the Riddle of the Sphinx (by Jo Todd Stanton) Can I Build Another Me? The Promise, After the Fall Adventure of Isabel by Ogden Nash The Boy in the Tower (Polly Ho-Yen) A Boy Called Christmas (Matt Haig)	Begin to use knowledge of morphology and etymology to read aloud and understand new words Begin to identify and discuss themes and conventions across a wide range of writing Discuss understanding of texts, including exploring meaning of words in context Ask questions to improve understanding of texts Summarise ideas drawn from more than one paragraphs Predict future events from details stated and implied Begin to identify how language, structure and presentation contribute to meaning Discuss how authors use language to affect the reader Explain and discuss understanding of reading Provide justifications for views	To recognise, understand and use the following key vocabulary accurately: justify themes formal/ informal reference summarise	infer/ inference genre explain evidence expression evaluate intonation recommendation authorial intent purpose etymology morphology structure presentation language/authorial intent



XII Apostles RCPS – Reading Outcomes Document

	<p>The Skies Above My Eyes (Charlotte Guillain)</p> <p>A Galaxy of Her Own: Amazing Stories of Women in Space (Libby Jackson)</p> <p>A Story Like the Wind/The Suitcase (Refugees)</p> <p>The Journey</p> <p>The Story Like the Wind</p> <p>The Suitcase</p> <p>Shakespeare's Macbeth</p>	<p>Greater Depth</p> <p>To read confidently, fluently and accurately showing a solid understanding of word meanings and how they affect the reader</p> <p>To demonstrate a solid understanding of what they have read and what has been read to them using retrieval, inference, summary and prediction skills</p> <p>To confidently use a range of evidence to justify opinions</p>		
Year Group	Topic NC Statutory Requirements	Outcomes	Vocabulary	Further Vocabulary
Year 6	<p>Holes</p> <p>Wonder</p> <p>Kensuke's Kingdom</p> <p>Flotsam, Black Heroes</p> <p>Holes</p> <p>Charles Darwin</p> <p>Where the Poppies Now Grow, Timeless Thomas</p> <p>Hamlet</p> <p>Young Heroes</p> <p>Kensuke's Kingdom</p> <p>The Silk Road</p>	<p>Use knowledge of morphology and etymology to read aloud and understand new words</p> <p>Identify and discuss themes and conventions across a wide range of writing</p> <p>Discuss understanding of texts, including exploring meaning of words in context</p> <p>Ask appropriate questions to improve understanding of texts</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p>Predict appropriate future events from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss how authors use language, including figurative language, to affect the reader</p> <p>Explain and discuss understanding of reading, clearly and appropriately</p>	<p>To recognise, understand and use the following key vocabulary accurately:</p> <p>evaluate</p> <p>intonation</p> <p>recommendation</p> <p>authorial intent</p> <p>purpose</p>	<p>justify themes</p> <p>formal/informal</p> <p>reference</p> <p>summarise</p> <p>implied</p> <p>figurative</p>



XII Apostles RCPS – Reading Outcomes Document

		<p>Provide reasoned justifications for views</p> <p>Greater Depth</p> <p>To read confidently, fluently and accurately showing a solid understanding of themes, conventions and word meanings and how they are used to affect the reader.</p> <p>To demonstrate a solid understanding of what they have read and what has been read to them using a wide range of skills.</p> <p>To confidently use a wide range of evidence to justify opinions.</p>		
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