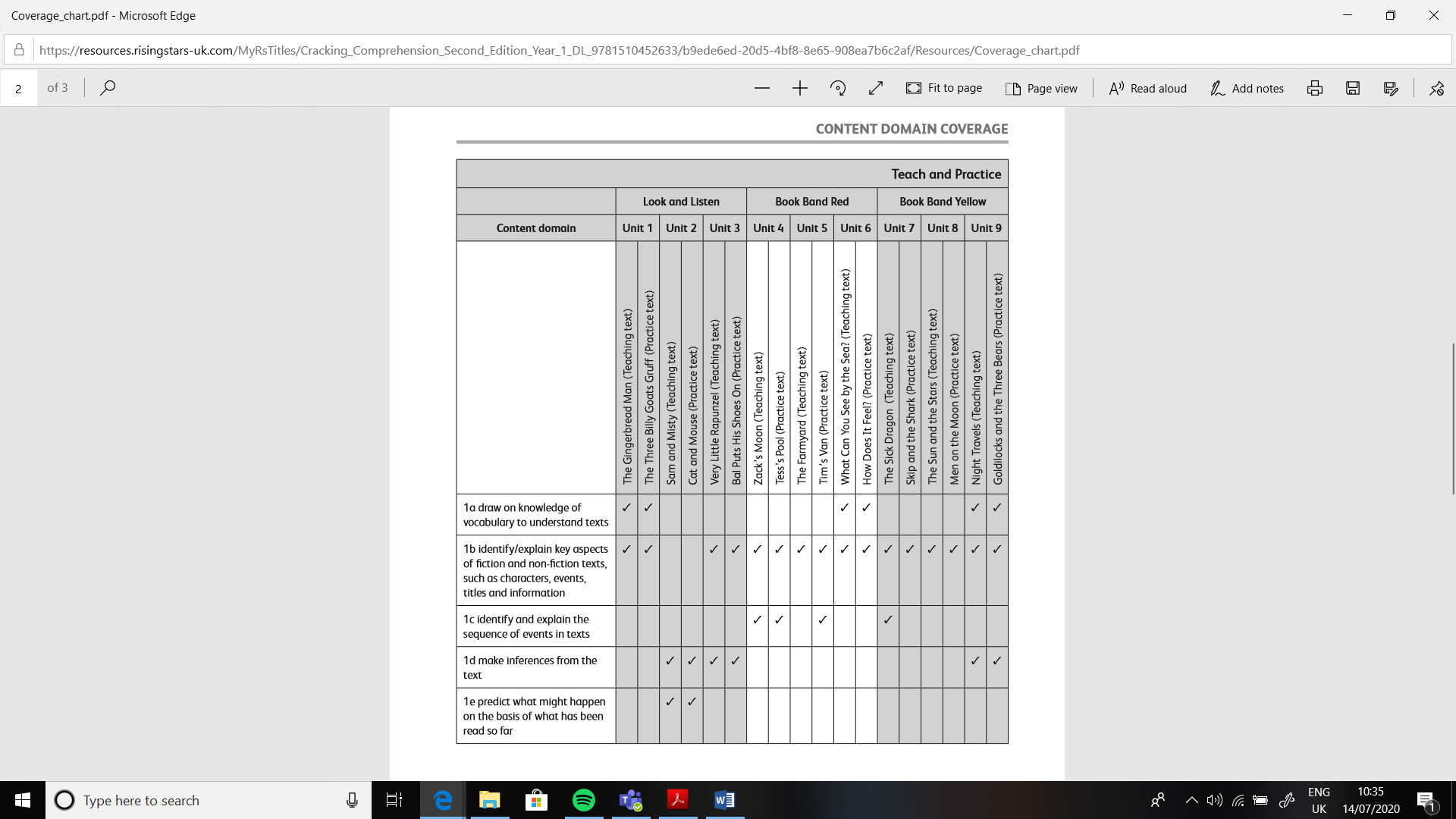
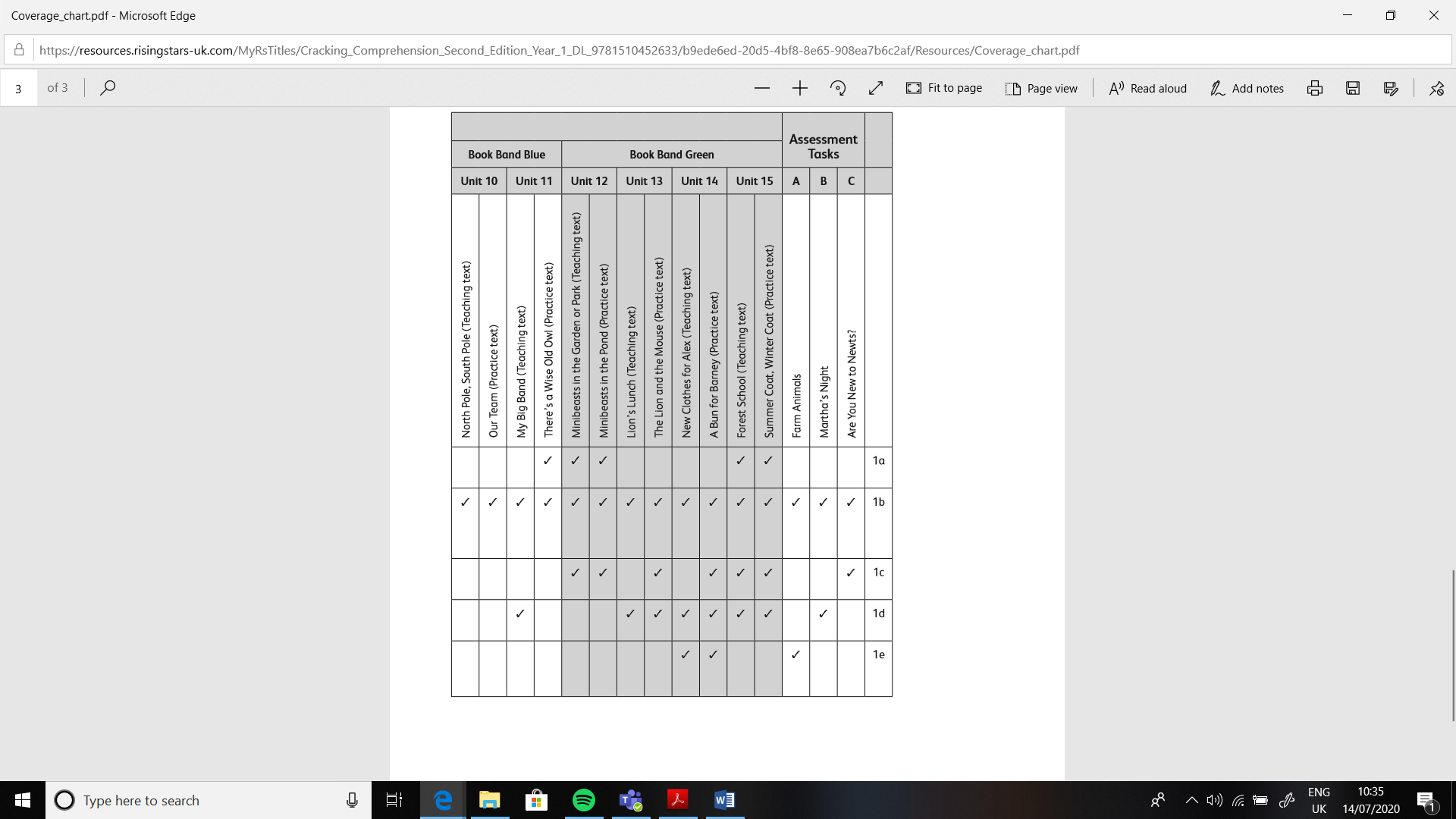
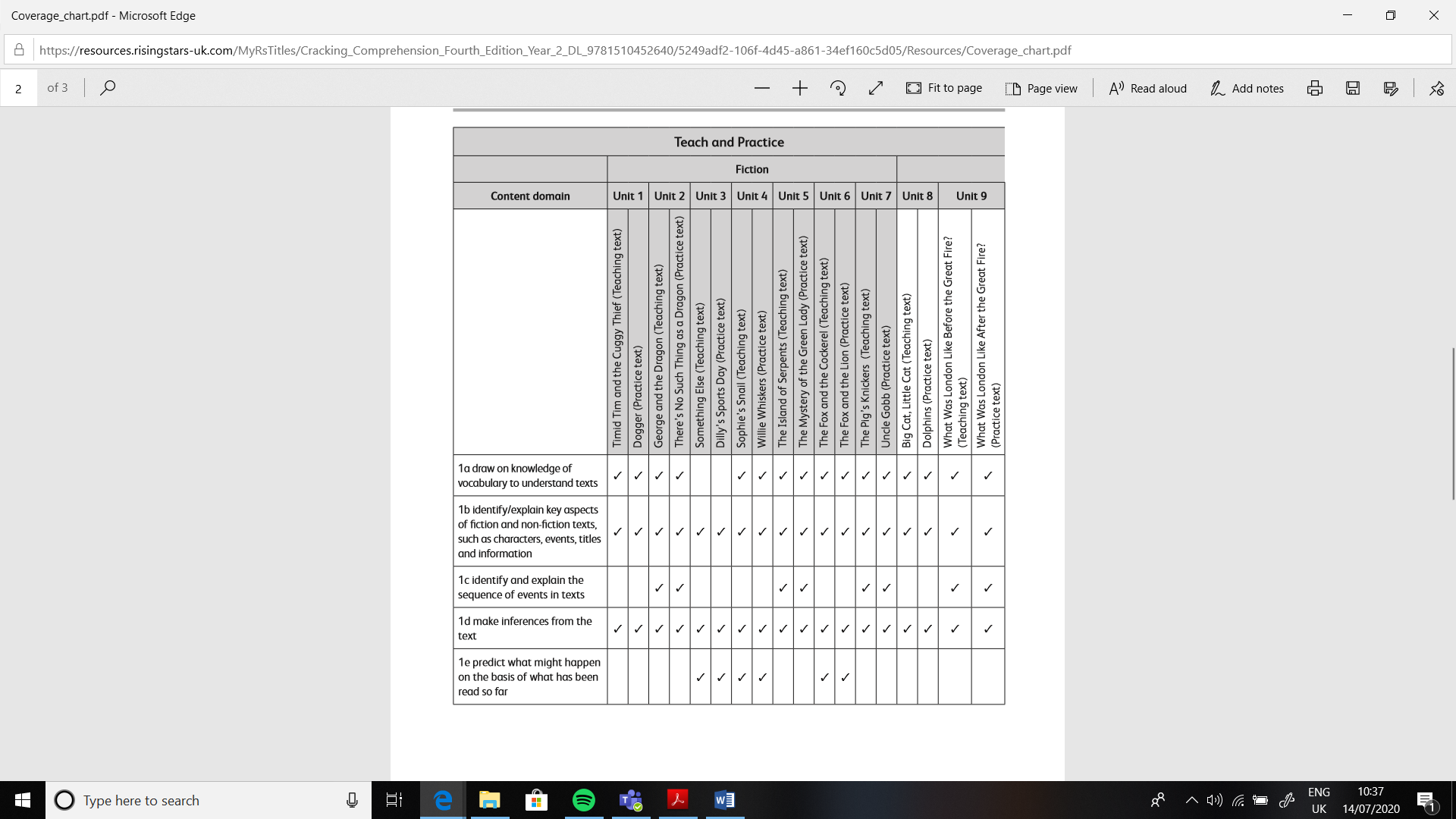
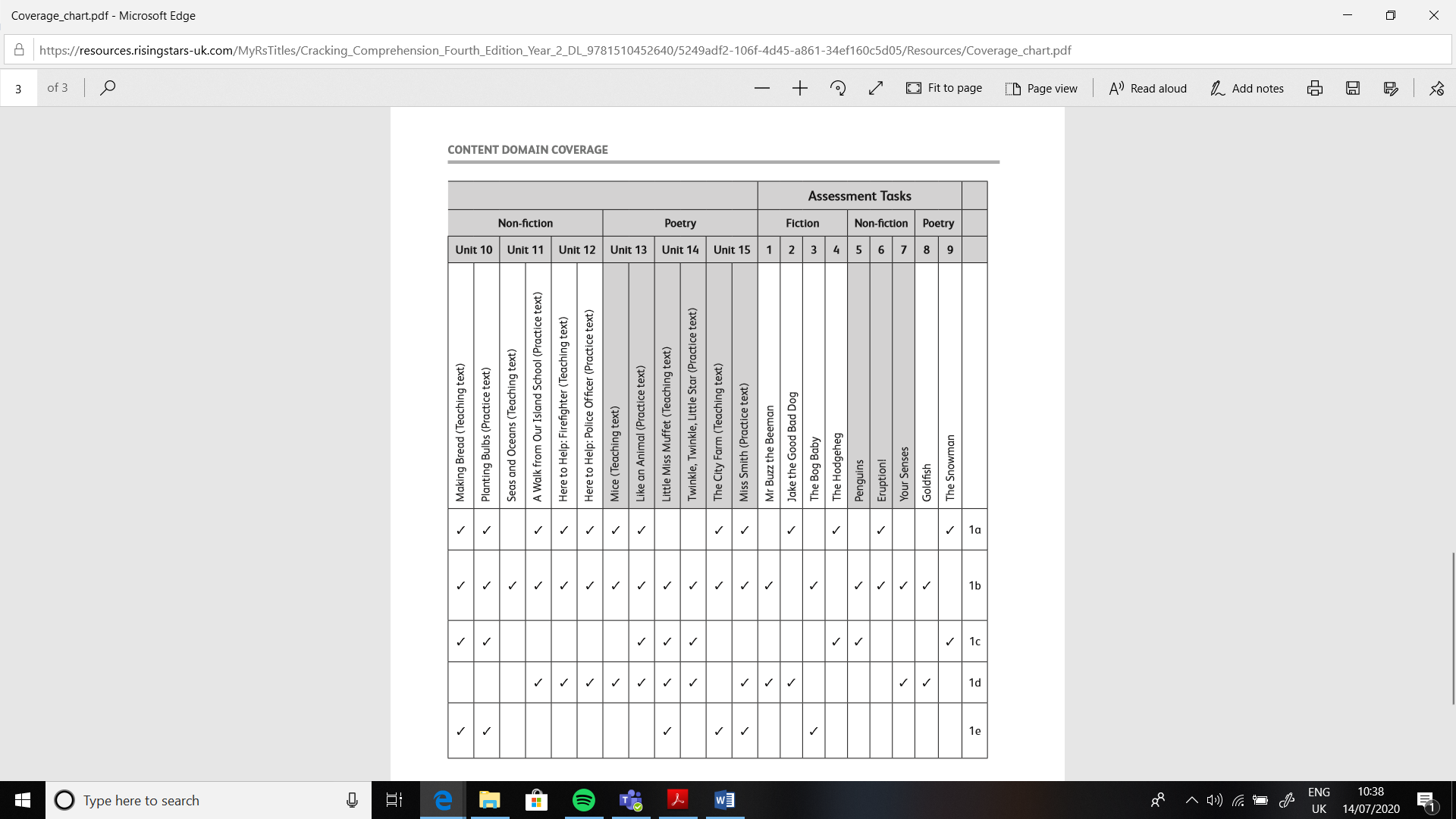
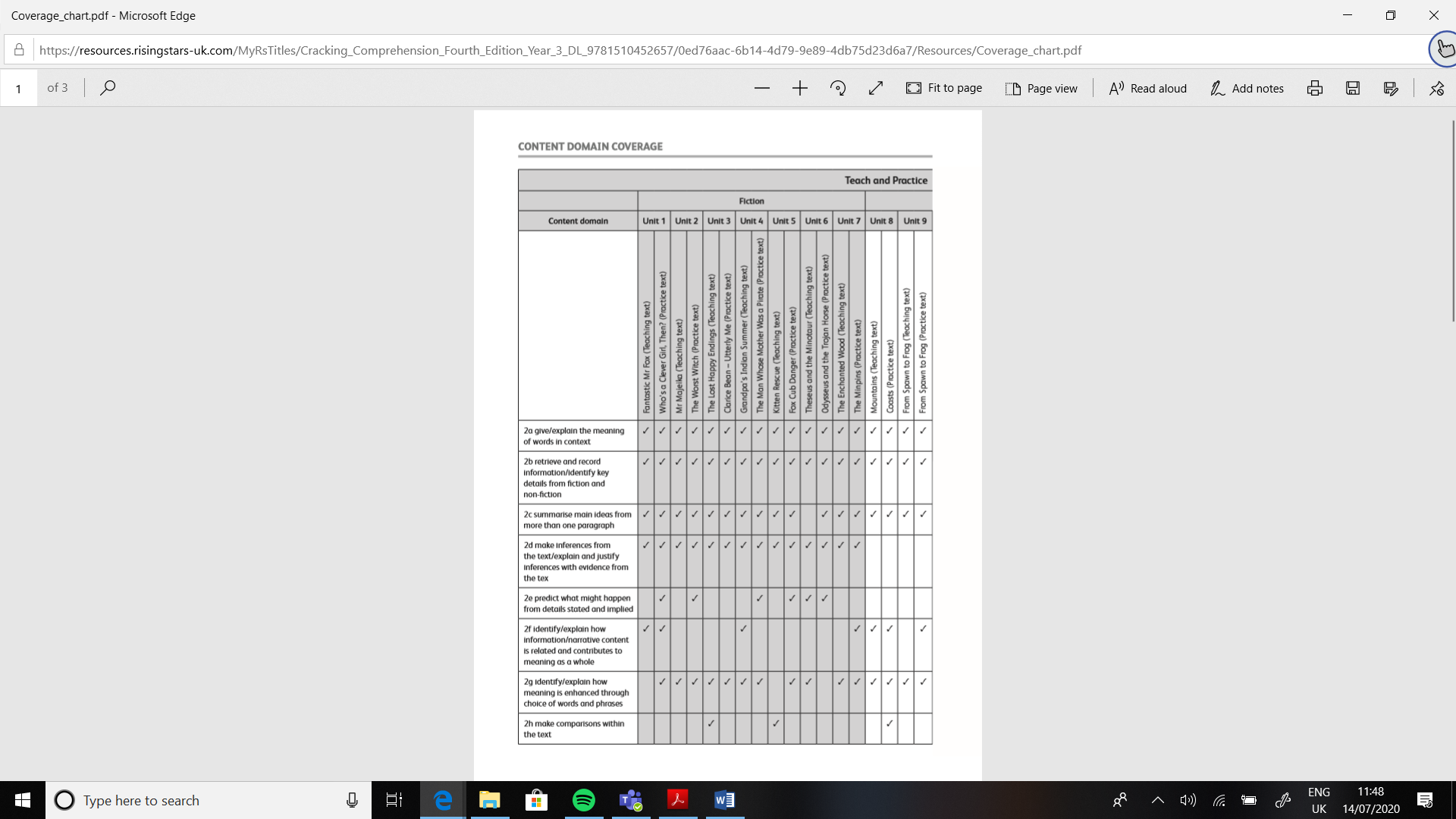
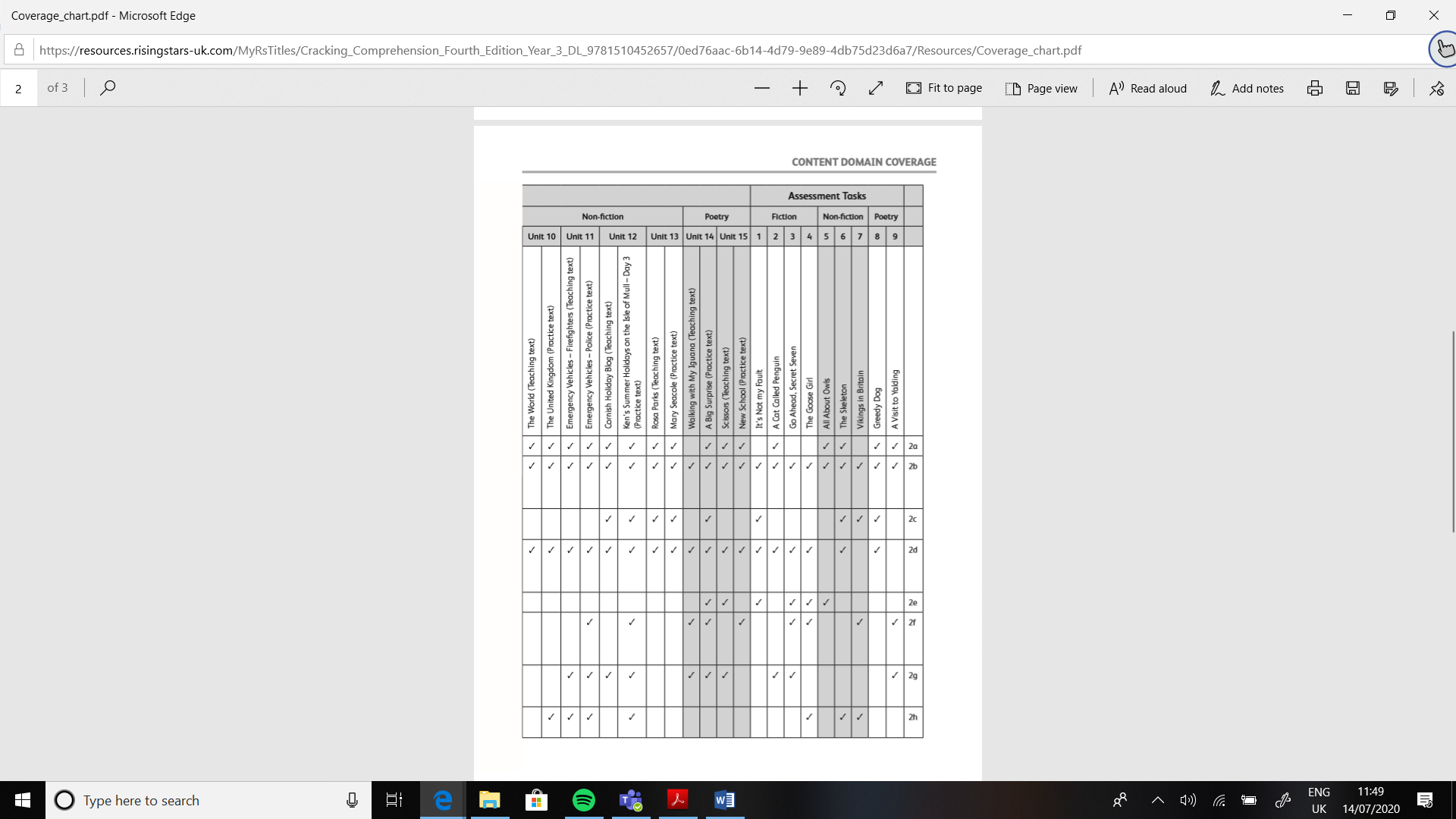
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| **Cracking Comprehension Text Progression**  **Fiction, Non-Fiction, Poetry, Assessment** | | | |
| **KS1** | | | |
| Year 1 | Year 1 Objectives | Year 2 | Year 2 Objectives |
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| Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |
| Look and Listen: Wk. 1 - The Gingerbread Man, Wk. 2 - PIRA – (Knowledge of Vocabulary) Wk. 3 - Sam and Misty, Wk. 4 - Identify/explain key aspects of fiction/non-fiction texts Wk. 5 - Very Little Rapunzel Book Band Red: Wk. 6 - Zac’s Moon Wk. 7 - Task A - Farm Animals | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far | Wk. 1 - Timid Tim and the Cuggy Thief Wk. 2 - PIRA (Focus on common gaps from test) Wk. 3 - George and the Dragon Wk. 4 - Knowledge of vocabulary RECAP Wk. 5 - Big Cat, Little Cat Wk. 6 - Identify/explain key aspects of fiction/non-fiction RECAP Wk. 7 - TASK 1 -- Mr Buzz the Beeman | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text |
| Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| Book Band Yellow: Wk. 1 - The Farmyard, Wk. 2 - Identify and explain the sequence of events Wk. 3 - What can you see by the sea? Book Band Yellow: Wk. 4 - Make inferences from the text Wk. 5 - The Sick Dragon Wk. 6 - Predict what might happen on the basis of what you have read so far Wk. 7 - The Sun and Stars | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in texts | Wk. 1 - Mice Wk. 2 - Make inferences from the text RECAP Wk. 3 - Something Else Wk. 4 - Predict what happens based on what you have read RECAP Wk. 5 - What was London like before the great fire? Wk. 6 - Identify and explain a sequence of events RECAP Wk. 7 - TASK 5 – Penguins | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far |
| Spring 1 | Spring 1 | Spring 1 | Spring 1 |
| Book Band Yellow: Wk. 1 - Identify and explain the sequence of events, Wk. 2 - Night Travels Wk. 3 - Explain clearly what is read to them Book Band Blue: Wk. 4 - North Pole, South Pole, Wk. 5 - Retrieving and recording information Wk. 6 - TASK B - Martha's Night | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1d - Make inferences from the text | Wk. 1 - Sophie's Snail Wk. 2 - Knowledge of Vocabulary Wk. 3 - Making Bread Wk. 4 - Key aspects of fiction/non-fiction texts Wk. 5 - The Island of Serpents Wk. 6 - TASK 2 - Jake the Bad Dog | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text |
| Spring 2 | Spring 2 | Spring 2 | Spring 2 |
| Book Band Green: Wk. 1 - My Big Band Wk. 2 - Making Inferences Wk. 3 - Mini-Beasts in the garden or park, Wk. 4 - Predict what has happened from the text so far Wk. 5 - Lion's Lunch, Wk. 6 - Discuss the significance of title and events | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far | Wk. 1 - Seas and Oceans Wk. 2 - Knowledge of Vocabulary Wk. 3 - The Fox and the Cockerel Wk. 4 - Explain the sequence of events in a text Wk. 5 - Little Miss Muffet (PIRA Week) Wk. 6 - TASK 8 - Goldfish | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text |
| Summer 1 | Summer 1 | Summer 1 | Summer 1 |
| Book Band Green: Wk. 1 - New Clothes for Alex Wk. 2 - Knowledge of Vocabulary Wk. 3 - Forest School Wk. 4 - Identify and explain key aspects of the text Wk. 5 - Teachers Text (Poetry) Wk. 6 - TASK C - Are you new to Newts? | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far | Wk. 1 - The Pig's Knickers Wk. 2 - Make inferences from the text Wk. 3 - Here to help Wk. 4 - Predict what might happen on the basis of what is read so far Wk. 5 - The City Farm Wk. 6 - TASK 3 - The Bog Baby | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far |
| Summer 2 | Summer 2 | Summer 2 | Summer 2 |
| Wk. 1 - Identify the sequence of events Wk. 2 - Teacher Text (Fiction) Wk. 3 - Explain clearly what is read to them Wk. 4 - Teacher Text (Non-Fiction) Wk. - 5 Retrieve information from a fiction/non-fiction text Wk. 6 - Teacher Text (Poetry) Wk. 7 - Making Inferences | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far | Wk. 1 - Gap filling from PIRA test Wk. 2 - TASK 6 - Eruption Wk. 3 - Skills RECAP from Task 6 Wk. 4 - TASK 4 - The Hodgeheg Wk. 5 - Making Inference from the text Wk. 6 - Identify and explain key aspects of fiction/non-fiction texts (PIRA Week) Wk. 7 - Skills RECAP from PIRA | Focus: 1a - Draw on knowledge of vocabulary to understand texts 1b - Identify/explain key aspects of fiction and non-fiction texts 1c - identify and explain the sequence of events in a text 1d - Make inferences from the text 1e - predict what might happen on the basis of what is read so far |
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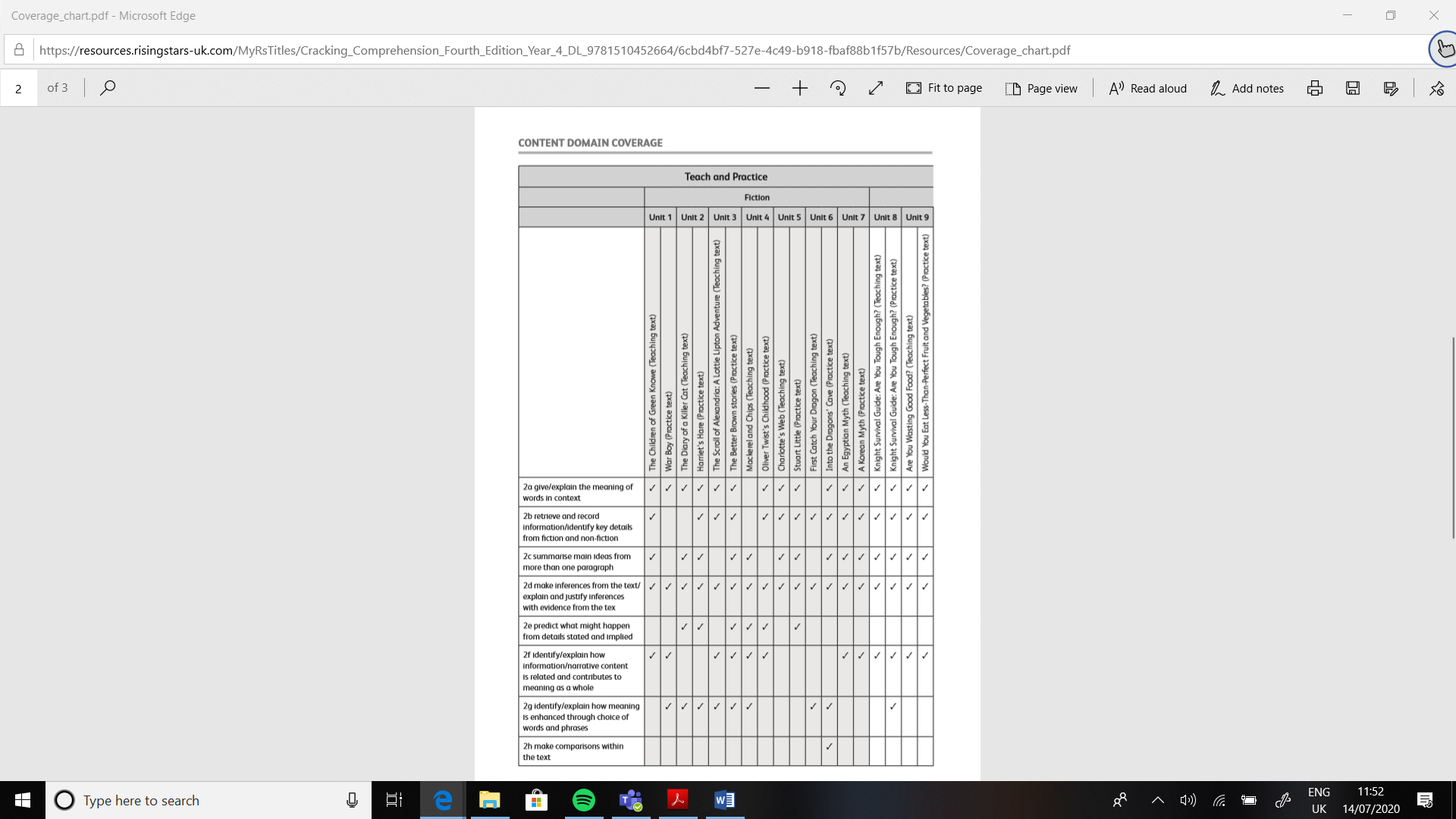
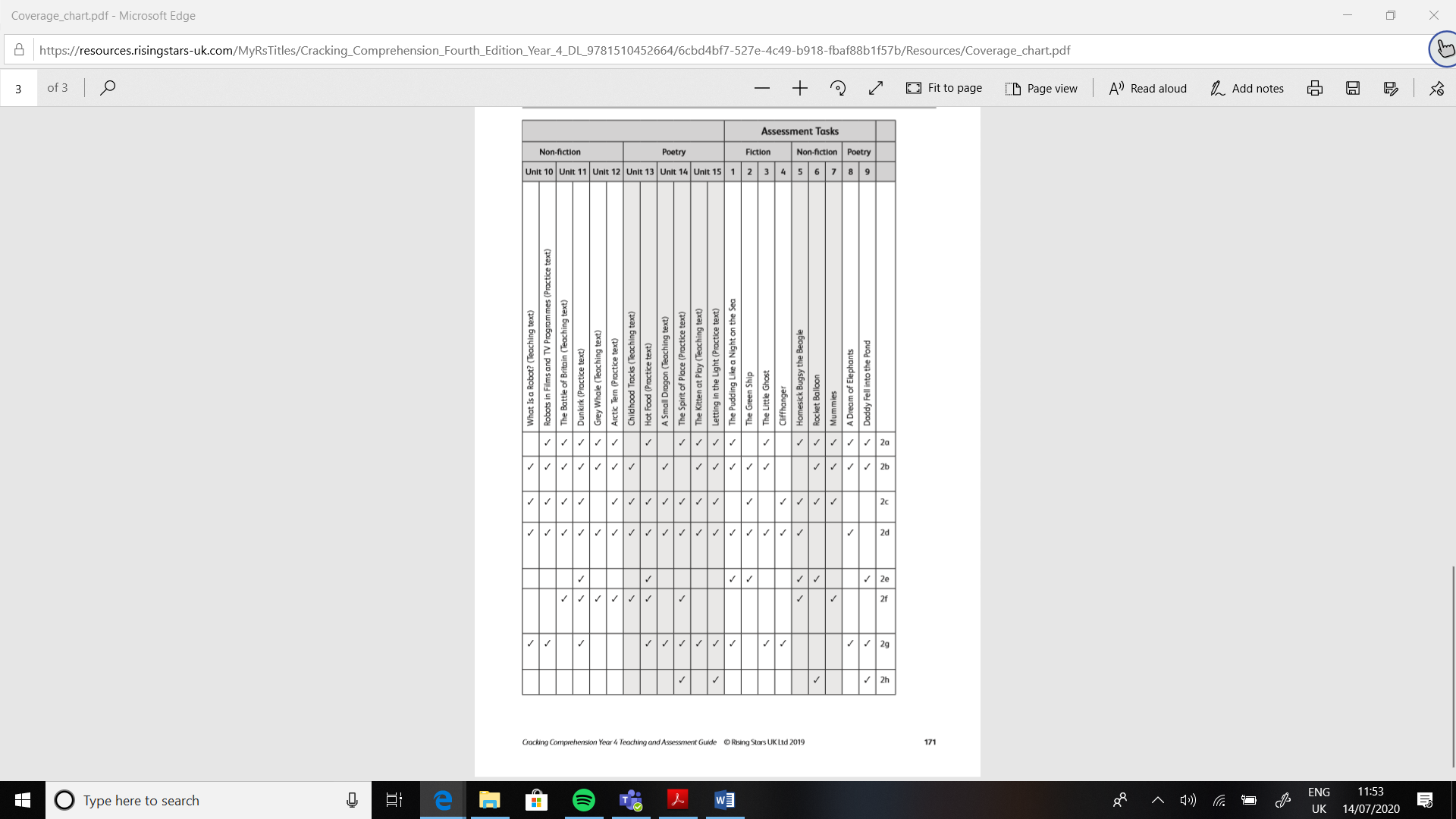
Year 1 Coverage Chart

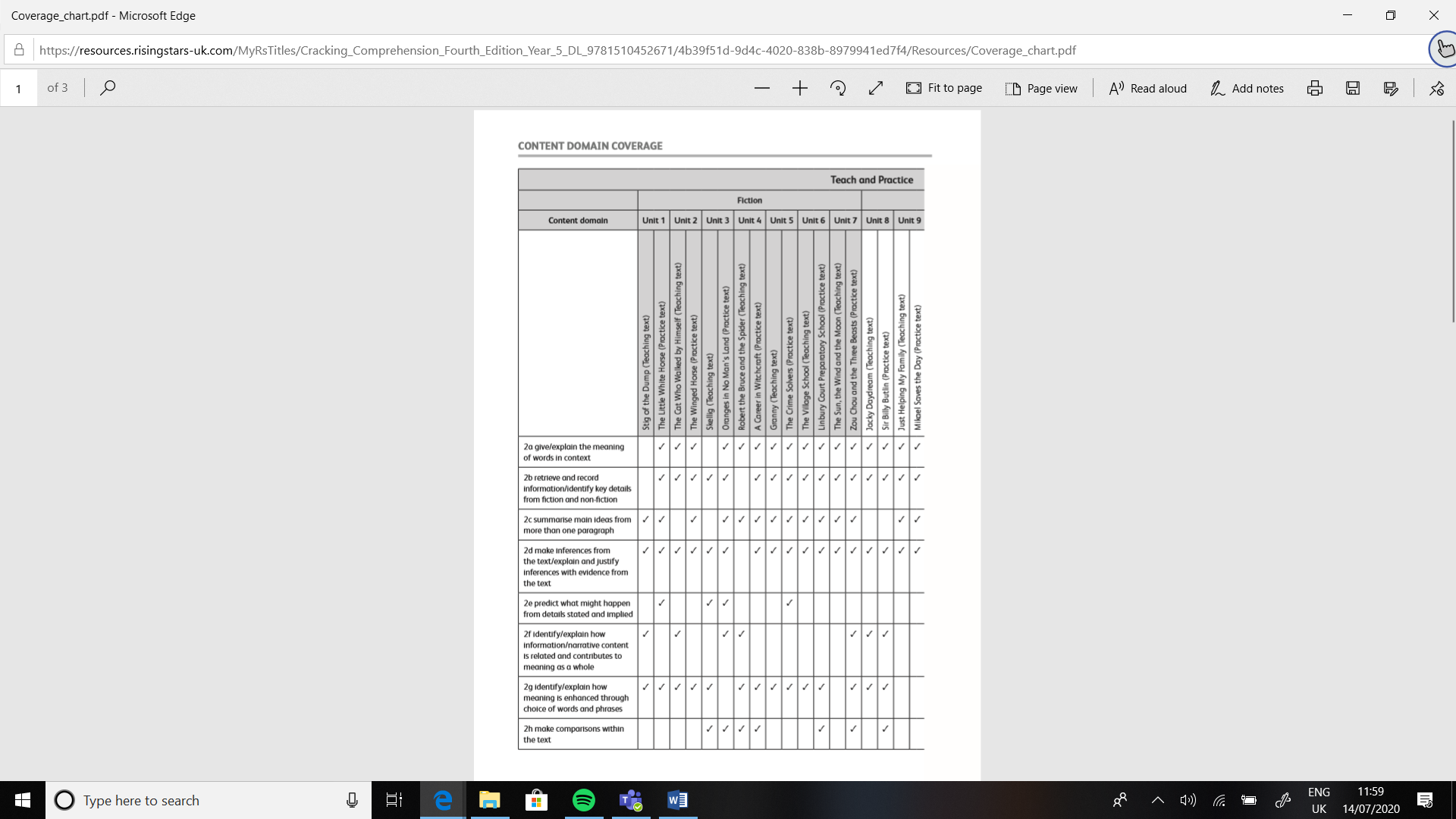
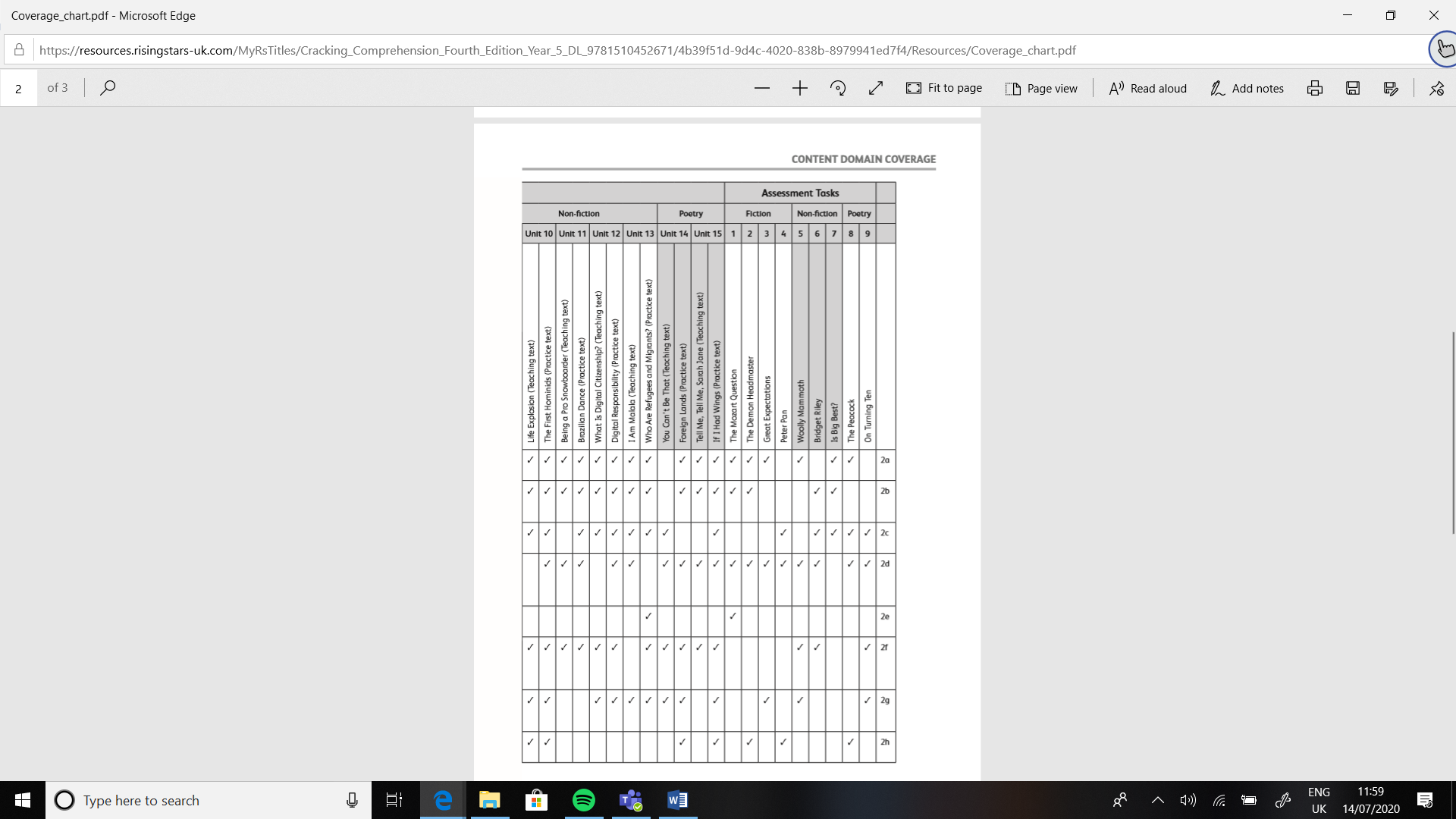
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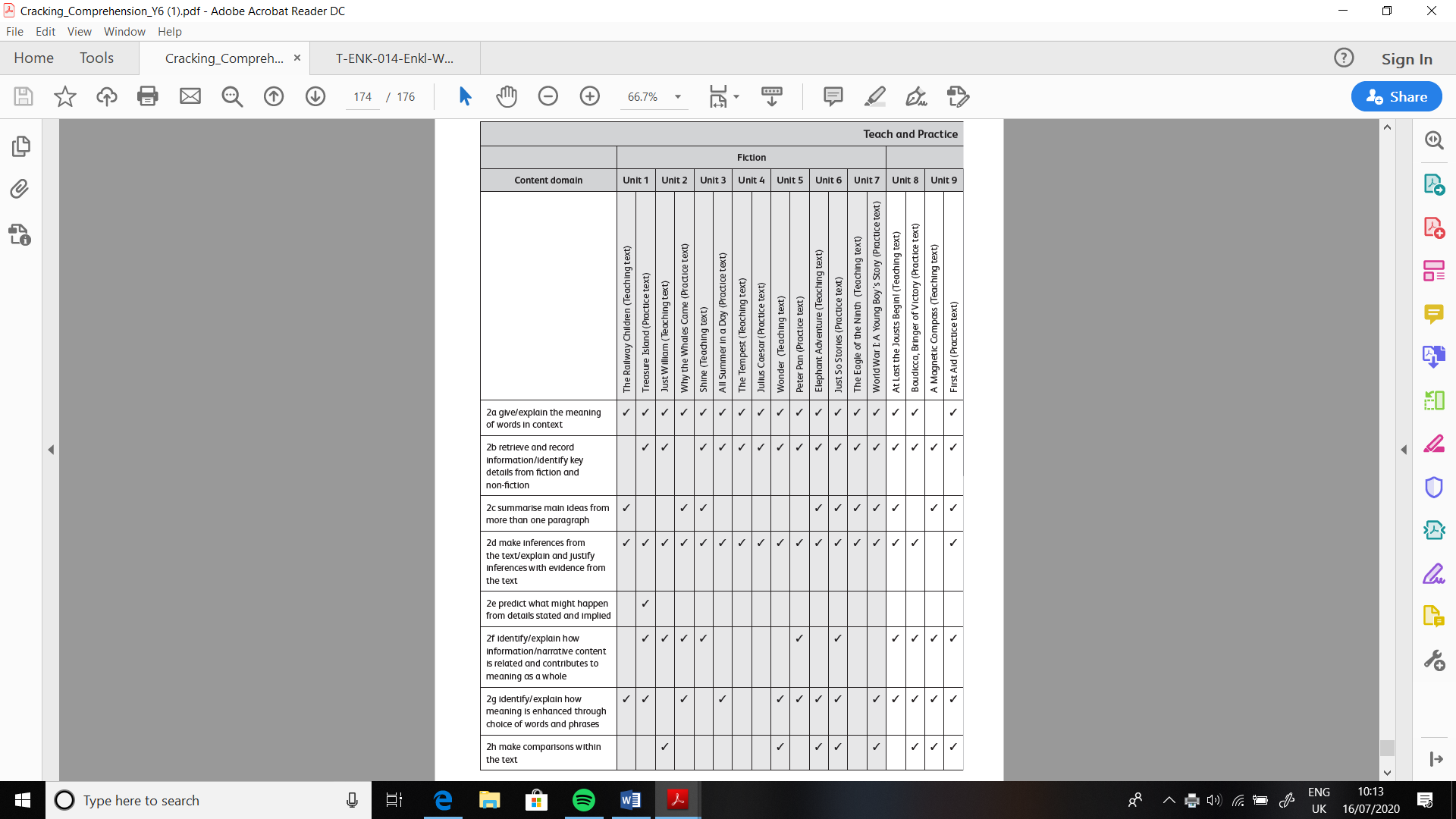
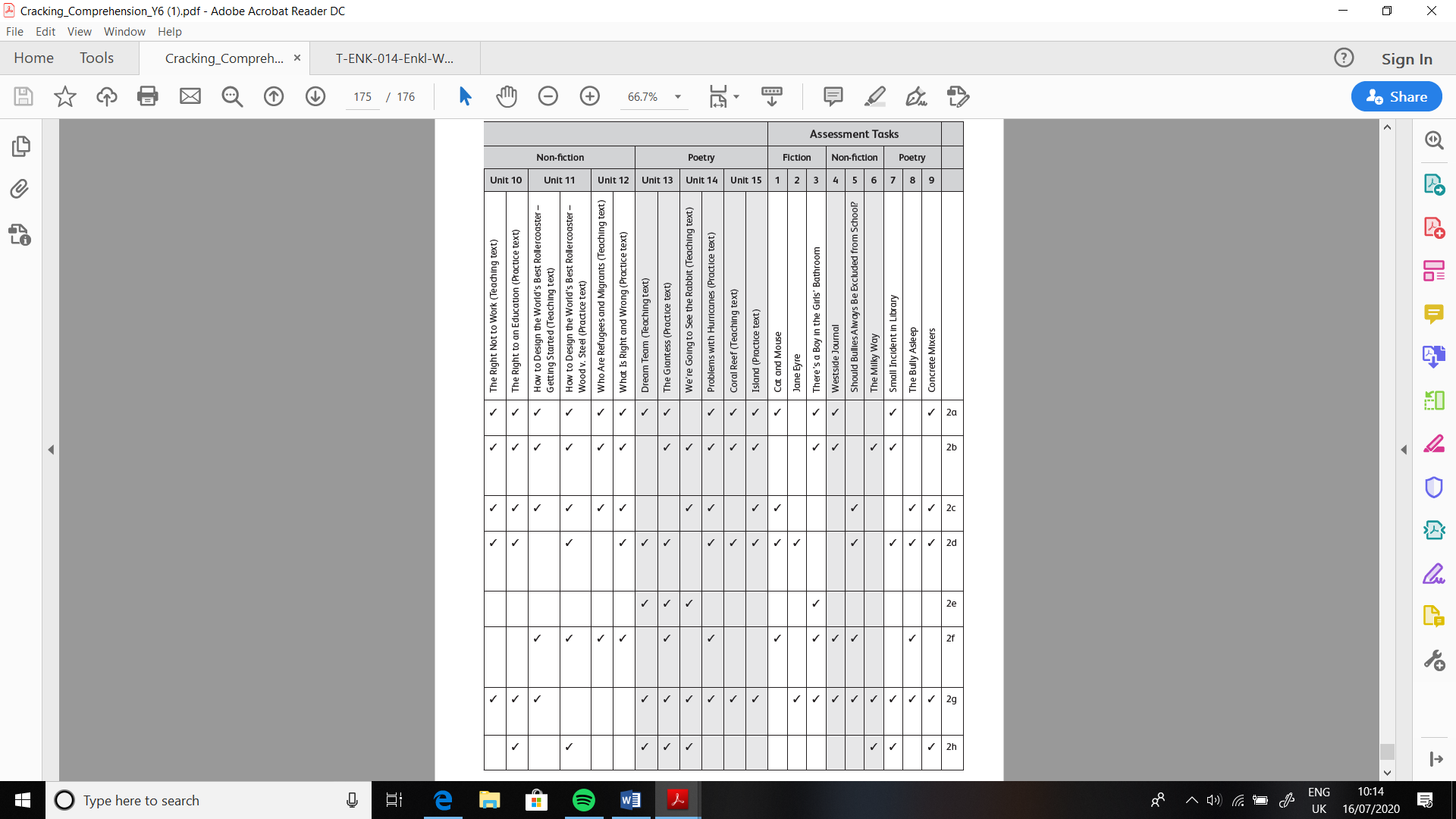
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| **KS2** | | | | | |
| Year 3 | Year 3 Objectives | Year 4 | Year 4 Objectives | Year 5 | Year 5 Objectives |
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| Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |
| Wk. 1 – Fantastic Mr Fox  Wk. 2 – PIRA Test (Gap coverage)  Wk. 3 – Mr Majeka  Wk. 4 – Give the meaning of words in context (RECAP Yr2)  Wk. 5 – Mountains  Wk. 6 – Retrieve and record information/identify key details (RECAP Yr2)  Wk. 7 – TASK 1 – It’s not my fault | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – The Children of Greene Knowe  Wk. 2 – PIRA (Gap coverage)  Wk. 3 – Explain the meaning of words(Gap coverage)  Wk. 4 – The Diary of a Killer Cat  Wk. 5 – Retrieve and record key details(Gap coverage)  Wk. 6 – Knight Survival Guide: Are you tough enough?  Wk. 7 – TASK 1 – The Pudding Like a Night on the Sea | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – Stig of the Dump  Wk. 2 - PIRA (Gap coverage)  Wk. 3 – Explain the meaning of words(Gap coverage)  Wk. 4 – The Cat Who Walked Himself  Wk. 5 – Retrieve and record information and identify key details(Gap coverage)  Wk. 6 - Jacky Daydream  Wk. 7 – TASK 1 – The Mozart Question | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2g – identify and explain how meaning is enhanced through choice of word or phrase |
| Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| Wk. 1 – From spawn to frog  Wk. 2 – Identify how information content contributes to the meaning (RECAP Yr2)  Wk. 3 – The World  Wk. 4 – Summarise main ideas from more than 1 paragraph (RECAP Yr2)  Wk. 5 – The Lost Happy Endings  Wk. 6 – Give/explain the meaning of words in context (RECAP Yr2)  Wk. 7 – TASK 5 – All about Owls | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2f – Identify/explain how information/narrative content contributes to the meaning as a whole | Wk. 1 – Are you Wasting Good Food?  Wk. 2 – Identify and explain how information contributes to the meaning(Gap coverage)  Wk. 3 - What is a Robot?  Wk. 4 – Make comparisons within the text(Gap coverage)  Wk. 5 – The Scroll of Alexandria  Wk. 6 – Summarise main ideas from paragraphs  Wk. 7 – TASK 5 – Homesick Bugsy Beagle | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2h – Make comparisons within the text | Wk. 1 – You can’t mean that  Wk. 2 – Identify how information contributes to the meaning(Gap coverage)  Wk. 3 – Just Helping the Family  Wk. 4 – Make comparisons within the text (Gap coverage)  Wk. 5 – Skellig  Wk. 6 – Summarise main ideas from paragraphs(Gap coverage)  Wk. 7 – TASK 8 – The Peacock | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2h – Make comparisons within the text |
| Spring 1 | Spring 1 | Spring 1 | Spring 1 | Spring 1 | Spring 1 |
| Wk. 1 – Grandpas’s Indian Summer  Wk. 2 – Make inferences from the text  Wk. 3 – Walking with my iguana  Wk. 4 – Predict what might happen from details stated  Wk. 5 – Emergency Vehicles  Wk. 6 – TASK 8 – Greedy Dog | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole | Wk. 1 – Childhood Tracks  Wk. 2 – Make inferences for the text  Wk. 3 – Mackerel and Chips  Wk. 4 – How meaning is enhanced through words and phrases  Wk. 5 – The Battle of Britain  Wk. 6 – TASK 8 – A dream of Elephants | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2d – Make inferences from the text and justify them  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – Robert the Bruce  Wk. 2 – Predict what happens from the details stated  Wk. 3 – Granny  Wk. 4 – Make inferences from the text  Wk. 5 – Life Explosion  Wk. 6 – TASK 5 – Woolly Mammoth | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase |
| Spring 2 | Spring 2 | Spring 2 | Spring 2 | Spring 2 | Spring 2 |
| Wk. 1 – Kitten Rescue  Wk. 2 – How meaning is enhanced through choice of words and phrases  Wk. 3 – Cornish Holiday Blog  Wk. 4 – PIRA (Gap coverage)  Wk. 5 – Summarise main ideas from paragraphs  Wk. 6 – TASK 2 – A Cat Called Penguin | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – Charlotte’s Web  Wk. 2 – Make comparisons within the text  Wk. 3 – Epic: Animal Migrations  Wk. 4 – PIRA (Identify how information contributes to the meaning)  Wk. 5 – A Small Dragon  Wk. 6 – TASK 2 – The Green Ship | 2a – Give/explain the meaning of words in context  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2h – Make comparisons within the text | Wk. 1 – Being a Pro Snowboarder  Wk. 2 – Explain how narrative contributes to the meaning as a whole  Wk. 3 – Digital Citizens  Wk. 4 – Summarise the main ideas from paragraphs  Wk. 5 – Tell Me, Tell Me , Sarah Jane  Wk. 6 – TASK 2 – The Demon Headmaster | 2a – Give/explain the meaning of words in context  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2h – Make comparisons within the text |
| Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 |
| Wk. 1 – Theseus and the Minotaur  Wk. 2 – Identify how narrative contributes to meaning as a whole  Wk. 3 – Rosa Parks  Wk. 4 – Retrieve and record information from key details  Wk. 5 – Scissors  Wk. 6 – TASK 6 -The Skeleton | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – How to train your dragon  Wk. 2 – Explain the meaning of words in context  Wk. 3 – The Kitten at Play  Wk. 4 - Make inferences from the text and justify them  Wk. 5 – An Egyptian Myth  Wk. 6 – TASK 6 – Rocket Balloon | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text | Wk. 1 – Thursday’s Child  Wk. 2 – Explain the meaning of words in context  Wk. 3 – I Am Malala  Wk. 4 – Retrieve information from key details  Wk. 5 – Moon Tales  Wk. 6 – TASK 4 – Peter Pan | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text |
| Summer 2 | Summer 2 | Summer 2 | Summer 2 | Summer 2 | Summer 2 |
| Wk. 1 – The Enchanted Wood  Wk. 2 – Test skills  Wk. 3 – TASK 3 – Go Ahead Secret Seven  Wk. 4 – Question stems for reading comprehension  Wk. 5 – PIRA Test (Gap coverage)  Wk. 6 – TASK 7 – Vikings in Britain | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase | Wk. 1 – TASK 3 – The Little Ghost  Wk. 2 – Improving test skills  Wk. 3 – TASK 7 – Mummies  Wk. 4 – Question stems for reading comprehension  Wk. 5 – PIRA Test (Gap coverage)  Wk. 6 – TASK 9 – Daddy fell into the pond | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text | Wk. 1 – TASK 3 – Great Expectations  Wk. 2 – Improving test skills  Wk. 3 – TASK 7 – Senses  Wk. 4 – Question stems for reading comprehension  Wk. 5 – PIRA Test (Gap coverage)  Wk. 6 – TASK 9 – On Turning Ten | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text |
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Year 3 Coverage Chart

Year 4 Coverage Chart

Year 5 Coverage Chart

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| Year 6 CC | Year 6 Objectives | Year 6 Resources |
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| Autumn 1 | Autumn 1 | Autumn 1 |
| Wk. 1 – The Railway Children  Wk. 2 – PIRA Test (Gap coverage)  Wk. 3 – Just William  Wk. 4 – How meaning is enhanced through word or phrase (RECAP Yr5)  Wk. 5 – At Last the Jousts Begin  Wk. 6 – Retrieve and record information/identify key details (RECAP Yr5)  Wk. 7 – TASK 1 – Cat and Mouse | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase |  |
| Autumn 2 | Autumn 2 | Autumn 2 |
| Wk. 1 – A Magic Compass  Wk. 2 – Identify how information content contributes to the meaning (RECAP Yr5)  Wk. 3 – Why the Whales Came  Wk. 4 – Make inferences from the text (RECAP Yr5)  Wk. 5 – The Right not to Work  Wk. 6 – Give/explain the meaning of words in context (RECAP Yr2)  Wk. 7 – TASK 5 – Westside Journal | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase |  |
| Spring 1 | Spring 1 | Spring 1 |
| Wk. 1 – Shine  Wk. 2 – Make inferences from the text  Wk. 3 – Dream Team  Wk. 4 – Predict what might happen from details stated  Wk. 5 – How to Design the World’s Best Rollercoaster  Wk. 6 – TASK 7 – Small incident in Library | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase |  |
| Spring 2 | Spring 2 | Spring 2 |
| Wk. 1 – The Tempest  Wk. 2 – Explain the meaning of words in context  Wk. 3 – Who are Refugees and Migrants?  Wk. 4 – PIRA (Gap coverage)  Wk. 5 – Summarise main ideas from paragraphs  Wk. 6 – TASK 2 – Jane Eyre | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text |  |
| Summer 1 | Summer 1 | Summer 1 |
| Wk. 1 – Wonder  Wk. 2 – Identify how narrative contributes to meaning as a whole  Wk. 3 – We’re Going to See the Rabbit  Wk. 4 – Retrieve and record information from key details  Wk. 5 – Elephant Adventure  Wk. 6 – TASK 6 –The Milky Way | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text |  |
| Summer 2 | Summer 2 | Summer 2 |
| Wk. 1 – Coral Reef  Wk. 2 – Test skills  Wk. 3 – TASK 3 – There’s a Boy in the Girl’s Bathroom  Wk. 4 – The Eagle of the Ninth  Wk. 5 – PIRA Test (Gap coverage)  Wk. 6 – TASK 7 – Should Bullies be Excluded from School? | 2a – Give/explain the meaning of words in context  2b – Retrieve and record information/identify key details  2c – Summarise main ideas from more than 1 paragraph  2d – Make inferences from the text and justify them  2e – Predict what might happen from the details stated  2f – Identify/explain how information/narrative content contributes to the meaning as a whole  2g – identify and explain how meaning is enhanced through choice of word or phrase  2h – Make comparisons within the text |  |
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Year 6 Coverage