

Blidworth & Rainworth Primary School Partnership
Reading Subject Pathway 2025-2026

Subject Rationale - Reading

We want our children to enjoy reading. Research has shown that developing a love of reading can have a bigger impact on a child's educational success than the influence of their family's socio-economic background. Young people who enjoy reading are also three times more likely to read above the level expected for their age, compared to young people who do not enjoy reading at all. We approach the teaching of reading through the two essential dimensions of word decoding (phonetic knowledge and sight recognition of common words) and comprehension (both listening and reading).

Long Term Overview - Reading Poetry FS1

Autumn	Spring	Summer
Twinkl Twinkl Humpty Dumpty Baa Baa Black Sheep Incy Wincy Spider 2 Little Dicky Birds Old McDonald had a Farm 1,2,3,4,5 Once I Caught a Fish Pat-a-Cake I'm a Little Teapot See-Saw Marjorie Daw Dingle Dangle Scarecrow	I am a Little Turtle Hickory Dickory Dock Polly Put the Kettle On Mary Mary Quite Contrary Owl and the Pussy Cat Peter Rabbit Little Green Frog Hot Cross Buns Miss Polly had a Dolly Spooky Spider	This Old Man Grand Old Duke of York Jack and Jill Lavender Blue A Sailor Went to Sea Sea Sea Simple Simon Never Smile at a Crocodile

Long Term Overview - Reading Poetry FS2

Autumn	Spring	Summer
Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	Perform songs of the children's choice.

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Long Term Overview – Reading Poetry Year 1					
Little Miss Muffett (Traditional) <i>Nursery Rhyme</i>	Incey Wincey Spider (Traditional) <i>Action Poem</i>	On the Ning Nang Nong (Spike Milligan) <i>Repetitive Poem</i>	Introducing the... (Patricia Leighton) <i>Acrostic Poem</i>	A Worm In My Pocket (Jodee Samano) <i>Narrative Poem</i>	Apes to Zebras (Liz Brownlee) <i>Shape Poems</i>
Long Term Overview – Reading Poetry Year 2					
Teacher (Paul Cookson) <i>Kennings Poem</i>	Wocket in My Pocket (Dr Seuss) <i>Nonsense Poem</i>	The Magic Box (Kit Wright) <i>Free Verse Poem</i>	Little Red Riding Hood (Roald Dahl) <i>Narrative Poem</i>	Things I'd Do If It Weren't for Mum (Tony Mitton) <i>Couplet Poem</i>	What am I? (Jo Peters) <i>Riddle Poem</i>
Long Term Overview – Reading Poetry Year 3					
Please Mrs Butler (Allan Ahlberg) <i>Narrative Poem</i>	If I were King (A. A. Milne) <i>Rhyming Poem</i>	Haiku Poems (Various) <i>Haiku Poem</i>	What is Pink? (Christina Rossetti) <i>Repetitive Poem</i>	Owl & the Pussy Cat (Edward Lear) <i>Narrative Poem</i>	A Monster Alphabet (Gervais Phinn) <i>Alphabet Poem</i>
Long Term Overview – Reading Poetry Year 4					
Life Doesn't Frighten Me (Maya Angelou) <i>Repetitive Poem</i>	Jabberwocky (Lewis Carrol) <i>Nonsense Poem</i>	Tanka Poems (Various) <i>Tanka Poem</i>	Limerick Poems (Various) <i>Limerick Poem</i>	The Spider and the Fly (Mary Howitt) <i>Cautionary Tale Poem</i>	Where the Sidewalk Ends (Shel Silverstein) <i>Imagery Poem</i>
Long Term Overview – Reading Poetry Year 5					
For Forest (Grace Nichols) <i>Contemporary Poem</i>	Cinquain Poem (Various) <i>Cinquain Poem</i>	The River (Valerie Bloom) <i>Metaphor Poem</i>	Granny Can You Rap? (Jack Ousbey) <i>Rap Poem</i>	The Listeners (Walter de la Mare) <i>Classic Narrative Poem</i>	Ode to Teacher (Kevin William Huff) <i>Ode Poem</i>
Long Term Overview – Reading Poetry Year 6					
Everybody is Doing It (Benjamin Zephaniah) <i>Contemporary Poem</i>	In Flanders Fields (John McCrae) <i>Rondeau Poem</i>	The Highwayman (Alfred Noyes) <i>Ballad Poem</i>	If (Rudyard Kipling) <i>Inspirational Poem</i>	Macavity, Mystery Cat (T.S. Eliot) <i>Classic Narrative Poem</i>	Sonnets (Shakespeare) <i>Sonnet Poem</i>

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Long Term Overview - Reading Fiction FS1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We've all got bellybuttons From Head to Toe The Colour Monster	The Enormous Turnip On a Long, Dark Night Dear Santa	One Winter's Day Lost and Found Whatever next!	Ollie's Easter Eggs	A Seed in Need The Very Hungry Caterpillar	Mr Gumpy's Outing Mr Gumpy's Motor car

Long Term Overview - Reading Fiction FS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster goes to school The Family Book Ruby's Worry ~ Tom Percival	Zim Zam Zoon The Smartest Giant in Town Lost and Found	The Lights that dance in the Night The Magic Paintbrush Handa's Surprise	Ada Twist, Scientist The Good Egg Presents	A Seed in Need Jack and the Beanstalk	Sally and the Limpet The Disgusting Sandwich Road Safety Non-fiction texts
First Atlas <i>(Collins)</i> Handa's Surprise <i>(Eileen Browne)</i> Handa's Noisy Night <i>(Eileen Browne)</i> The Magic Paintbrush <i>(Julia Donaldson)</i>	The Littlest Yak <i>(Lu Fraser)</i> Lost and Found <i>(Oliver Jeffers)</i> Stick Man <i>(Julia Donaldson)</i> The Christmas Story <i>(Traditional)</i>	We're Going on a Bear Hunt <i>(Michael Rosen)</i> The Lion Inside <i>(Rachel Bright)</i> Giraffe's Can't Dance <i>(Giles Andreae)</i>	Tadpole to Frog <i>(Non-Fiction)</i> Easter Here I Come! <i>(D.J Steinberg)</i> Easter Egg Hunt <i>(Beatrix Potter)</i>	Clothesline Clues to Jobs Peoples Do <i>(Kathryn Heling)</i> A Super Hero Like You <i>(Dr. Ranj Singh)</i> All Through the Night: The People Who Work While We Sleep <i>(Polly Faber)</i>	The Sports Day <i>(Nick Butterworth)</i> Athlete Book <i>(Little People Big Dreams)</i> Sportopedia <i>(Adam Skinner)</i>

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Long Term Overview – Reading Fiction Year 1					
The Gruffalo (Julia Donaldson)	A Dark, Dark Tale (Ruth Brown)	Mister Magnolia (Quentin Blake)	The Tiger who Came to Tea (Judith Kerr)	The Three Little Pigs (Traditional)	The Three Billy Goats Gruff (Traditional)
Little Red Riding Hood (Traditional)	Funny Bones (Janet Ahlberg)	Meerkat Mail (Emily Gravett)	Dogger (Shirley Hughes)	The 3 Little Wolves and the Big Bad Pig (Eugene Trivizas)	The Troll (Julia Donaldson)
Long Term Overview – Reading Fiction Year 2					
Little Evie in the Wild Wood (Jackie Morris)	Gorilla (Anthony Browne)	Toys in Space (Mini Grey)	Supertato (Paul Linnet & Sue Hendra)	The Tear Thief (Carol Ann Duffy)	The Invisible – Tom Percival
The Emperor of Absurdia (Chris Riddell)	Play Script	The Man on the Moon (Simon Bartram)	Mr Majeika (Humphrey Carpenter)	Dirty Bertie – Loo (David Roberts)	Cinnamon (Nail Gaiman)
The Adventures of Captain Underpants (Dav Pilkey)		George’s Marvellous Medicine (Roald Dahl)		The Worst Witch – Jill Murphy	
Long Term Overview – Reading Fiction Year 3					
The Bear and the Piano (David Litchfield)	Robin Hood (Rob Lloyd Jones)	Ice Palace (Robert Swindells)	Iron Man (Ted Hughes)	Charlotte’s Web (E.B White)	
Planet Omar: Accidental Trouble Magnet (Zanib Mian)		The Secret World of Polly Flint (Helen Cresswell)		Varjak Paw (S.F. Said)	
Long Term Overview – Reading Fiction Year 4					
The Witches (Roald Dahl)	The Lightning Thief – Percy Jackson	The Firework Maker’s Daughter (Philip Pullman)	The Miraculous Journey of Edward Tulane (Kate DiCamillo)	Scribble Boy (Philip Ridley)	How to Train Your Dragon (Cressida Cowell)
Long Term Overview – Reading Fiction Year 5					
The Girl with the Lost Smile (Miranda Hart)	There’s a Boy in the Girls’ Bathroom (Louis Sachar)	The Railway Children (E. Nesbit)	Anglo-Saxon Boy (Tony Bradman)	The Boy at the Back of the Class (Oryali Rauf)	Stig of the Dump (Clive Kemp)
Long Term Overview – Reading Fiction Year 6					
Cogheart (Peter Bunzel)		Who Let the Gods Out (Maz Evans)		Storm Breaker (Anthony Horowitz)	Kensuke’s Kingdom (Michael Morpurgo)

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Long Term Overview – Reading Non-Fiction Year 1					
Poster	Instructions	Advert	Fact file	Letter	Leaflet
Long Term Overview – Reading Non-Fiction Year 2					
Advert	Magazine Article	Diary	Recipe	Newspaper article	Instructions
Long Term Overview – Reading Non-Fiction Year 3					
News Report	Biography	Magazine Article	Interview	Letter	Poster
Long Term Overview – Reading Non-Fiction Year 4					
Explanation Text (with diagrams and steps)	News Report	Holiday Brochure	Film or Book Review	Persuasive Text (with political slant).	Instructions
Long Term Overview – Reading Non-Fiction Year 5					
Geographical Information Text	Sports Report	Formal Letter	Historical Information Text	Biography/Biographical Text	Extracts from different books about same subject matter.
Long Term Overview – Reading Non-Fiction Year 6					
Autobiography / Autobiographical Text	Interview	Non-Fiction Historical Report	Persuasive Text (with leisure slant)	Diary Extract	Performance Review

Skills Progression Mapping – Reading

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		FS1			FS2		
Fiction Personal Views		<ul style="list-style-type: none"> Know print has meaning Show interest and enjoyment in stories Engage in extended conversations about stories, learning new vocabulary. 			<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Retell stories in own words using recently introduced vocabulary. 		
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Personal Views		<ul style="list-style-type: none"> Listen to others' ideas about a book. Say what they like or dislike about a book. Say whether they agree or disagree with others' ideas. Say why they agree or disagree with others' ideas. Give an opinion about a character. Make predictions based on the events in the story. Use information from the story to support their opinion. 	<ul style="list-style-type: none"> Explain why they prefer certain books or stories. Make choices about the books they read. Ask questions to clarify understanding. Make predictions about possible events. Make predictions about how characters might behave. 	<ul style="list-style-type: none"> Adapt own response in the light of others' responses. Ask questions to deepen understanding of a text. Ask questions to ensure understanding of a text. Give a personal response to a text. Explain their personal response Give reasons for predicting what might happen next. Listen to others' personal responses to a text. Use clues from the text to predict what might happen next. 	<ul style="list-style-type: none"> Compare with others' personal responses to a text. Adapt their own response in the light of others' responses. Ask questions to ensure understanding of a text. Ask questions to deepen understanding of a text - between and beyond the lines. Make predictions based on the text and from knowledge from other books. 	<ul style="list-style-type: none"> Explain why they enjoyed a book or poem and who might also enjoy it. Give a personal point of view about a text. Explain the reasons for their viewpoint, using evidence from the text. Listen to and build on others' ideas and opinions about a text in discussion. Question others' ideas about a text. Identify the point of view in a narrative. Understand that a narrative can be told from different points of view - narrator, character. Explore how events are viewed from another perspective. Make predictions from evidence found and implied information. 	<ul style="list-style-type: none"> Explain why enjoyed a book and who might also enjoy it. Make predictions using evidence found and implied, as well as, knowledge of the conventions of different genres and text types. Build on others' ideas and opinions about a text in discussion. Explain the reasons for and give a personal viewpoint, using evidence from the text. Listen to other's ideas and question their opinions about a text. Comment on how the writer's intent affects the reader. Explain how events are viewed from another perspective. Identify the writer's viewpoint, for example, how different characters are presented. Know that points of view can also be implied and identify some examples of this. Understand that a narrative can be told from different points of view - narrator, character and the writer may have their own viewpoint.
Skills Progression Mapping - Reading							
		FS1			FS2		

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Fiction Themes		Identify a key element in a text			<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Show an understanding of themes in key class texts. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Themes	<ul style="list-style-type: none"> Know some familiar stories. Say if a story reminds them of another story or something that they have experienced. Identify the characters in a story. Know that stories can have similar characters. Know that stories can have similar patterns of events. Make links to other stories. Make links with characters in other stories. Recognise a character's feelings. Say why a character has a feeling. 	<ul style="list-style-type: none"> Know that there are different kinds of stories. Know that books and stories are set in different places and times. Find the setting or time in books or stories. Recognise key ideas in a text. Recognise and explain a writer's key message for the reader. Give reasons for characters' actions or behaviour. 	<ul style="list-style-type: none"> Know that the message in a book is called the theme and recognise that books may have similar themes. Know and discuss a range of narrative stories and their similarities and differences. Understand that a sequence of events in a narrative is called a plot and identify the plot in a narrative. Talk about the different plot structures in genres read. Explain how characters' actions can tell the reader about their feelings, thoughts and motives from their actions. Identify the main idea of a text and know that this may also have a message for the reader. Infer characters' feelings, thought and motives from their actions. Know that characters' actions can tell the reader about their thoughts, feelings and motives. 	<ul style="list-style-type: none"> Identify the main idea/s of a text or part of a text. Discuss the range of narrative stories introduced so far and consider differences and similarities. Know that the plot develops in different ways according to the plot pattern. Discuss the possible theme/s in books. Identify a theme in a book. Find evidence which shows what the theme is in a book. Explain why the evidence shows what the theme is. Know that many books have themes. Make connections with books with similar themes. Understand why a character acted or responded or felt in a certain way. Understand why a writer wanted the character to respond in a certain way. 	<ul style="list-style-type: none"> Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Discuss and explain how and why they have different structures. Compare books with similar themes. Explain how books written in different contexts can have similar themes. Make connections between other similar texts, prior knowledge and experience. Explain why there are connections, using evidence. Compare different versions of texts, explaining the similarities and differences Evaluate the effectiveness of different versions of texts. 	<ul style="list-style-type: none"> Be familiar with range of narrative genres which includes classic and traditional stories, myths and legends. Explain how contexts contribute to reader's understanding of the overall meaning, characters and themes. Make connections between texts which may not initially seem similar. Know that context in which it was written can affect a text. Summarise the main ideas from a text. Compare and contrast themes in a range of books explaining why there are common themes, using evidence from reading. Explain similarities and differences between different versions of texts. Explain why there are connections, using evidence. Identify themes which have different cultural, social or historical contexts. Identify and explain the techniques used to create feelings, atmosphere, mood or messages.

Skills Progression Mapping - Reading

FS1

FS2

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Fiction Language							
		<ul style="list-style-type: none"> Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. 			<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 		
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction Language		<ul style="list-style-type: none"> Find familiar story language in stories read aloud to them or ones they have read independently. Recognise familiar story language. Retell key stories orally using narrative language. Discuss the meaning of unfamiliar words with others. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Recognise repeated or patterned language. Recognise rhyming language. 	<ul style="list-style-type: none"> Retell a story with the key events and characters in the correct sequence. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Find the setting or time in books or stories. Recognise and explain a writer's key message for the reader. 	<ul style="list-style-type: none"> Discuss meaning of specific or unusual words used by the authors to create effects. Find effective words and language in reading that writers have used to create effects. Know that different kinds of narratives are written with different language. Recognise the literary language typical of narrative genres read. Recognise words and language typical of narrative genres read. Know that there will be unfamiliar words in a text. Identify any words that are unfamiliar. Know that writers choose words and language to create an effect on the reader. Recognise words and language that show the setting of a book - historical, cultural or social. 	<ul style="list-style-type: none"> Identify any words that are unfamiliar to them. Discuss the meaning of the unfamiliar words identified. Use dictionaries to check or find meaning of unfamiliar words. Find similarities in use of language and openings in books experienced. Find and explain how the writer has used words and language to show the setting of a book. Find examples of and explain how and why words and language chosen by the writer shows atmosphere, mood or feelings. Understand that writer wants reader to respond in certain way. Find where writer has written to make reader respond in certain way. Explain how writer made sure of reader's response, using evidence from text. Frequently empathise with a character. Find and explain effect of patterned language for effect. Record words and language from their reading to use in their own writing. 	<ul style="list-style-type: none"> Understand that there will be unfamiliar words in the texts they read. Find words and language that are used for effect. Explain how the words and language create a precise effect. Meaning-seeking strategies to explore the meaning of words in context. Meaning - seeking strategies to explore the meaning of idiomatic and figurative language. Explore how actions are added to dialogue to move events forward. Explore how dialogue is used to develop character. 	<ul style="list-style-type: none"> Comment on the effectiveness of the writer's use of language, structures and techniques. Explain how the style and vocabulary are linked to the purpose of the text, using evidence. Explain how the word and language choices support the writer's purpose, using evidence. Identify the characteristics of a writer's style and know that style and vocabulary are linked to the purpose of the text. Know that the word and language choices support the writer's purpose. Understand that there will be unfamiliar words in the texts they read and so use dictionaries to find the meaning of them. Use meaning-seeking strategies to explore idiomatic and figurative language. Use meaning-seeking strategies to explore the meaning of words in context.

Skills Progression Mapping - Reading

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		FS1			FS2		
Poetry		<ul style="list-style-type: none"> Know print can have different purposes. 			<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Poetry	<ul style="list-style-type: none"> Recognise rhyming language. Recognise repeated or patterned language. Recognise patterned language in the poems and rhymes they know. Know some poems and rhymes by heart. 	<ul style="list-style-type: none"> Listen to different kinds of poetry. Know that there are different kinds of poetry. Learn a poem by heart. Recite or perform a poem making the meaning clear. 	<ul style="list-style-type: none"> Watch performances of poems. Understand that the meaning of poems can be enhanced through performance. Identify that intonation and action can be used to enhance meaning. Prepare poems to read aloud and to perform, showing understanding through intonation and action. Discuss how the meaning is enhanced through performance. 	<ul style="list-style-type: none"> Enjoy watching performances of poems. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Understand that the meaning of poems can be enhanced through performance. Discuss how the meaning is enhanced through performance. Identify that intonation, tone, volume and action can be used to enhance meaning. 	<ul style="list-style-type: none"> Read examples of poems. Prepare given poem to read aloud and to perform. Demonstrate understanding of the poem through an accurate use of intonation, tone and volume. Learn a poem (or section of a longer poem) by heart and perform without reading. Show an awareness of audience through performance of poem, so that the meaning is clear to the audience. 	<ul style="list-style-type: none"> Explore examples of poems. Prepare self-chosen poem to read aloud and to perform. Independently, demonstrate understanding of the poem through accurate use of intonation, tone and volume. Learn a poem (or section of a longer poem), of own choosing, by heart and perform without reading. Show an awareness of audience through performance of poem, so that the meaning is clear to the audience, making adjustments when necessary. 	

Skills Progression Mapping – Reading

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		FS1			FS2		
Non-Fiction		<ul style="list-style-type: none"> Know print can have different purposes. 			<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Non-Fiction	<ul style="list-style-type: none"> Know that there are different kinds of books. Know the difference between a storybook and an information book. Listen to others' ideas about a book. Say what they like or dislike about a book. Say whether they agree or disagree with others' ideas. Say why they agree or disagree with others' ideas. Discuss the meaning of unfamiliar words with others. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Know that books or texts have a purpose. Know that non-fiction books are organised differently from fiction texts. Know how to find information in a non-fiction book. Decide how useful a non-fiction book is to find the information I need. Explain why they prefer certain books. Make choices about the books they read. 	<ul style="list-style-type: none"> Know how to use a non-fiction book to find identified information. Know that non-fiction books are structured in different ways. Know that there are different kinds of non-fiction books. Identify the organisation and layout of books. Explain how the organisation and layout helps them to understand it. Know how to find key words or information in a non-fiction text. Know that the organisation and layout of a book helps them to understand it. Record key words or information found in a non-fiction text. Understand that the organisation and layout may be different according to the purpose of the book. 	<ul style="list-style-type: none"> Know that the organisation and layout of books vary according to the purpose of book. Know how to use a non-fiction book to find identified information. Know where to find the specific information needed in their book. Use the organisation and layout of a book to find specific information. Choose a specific non-fiction book for a specific purpose. 	<ul style="list-style-type: none"> Evaluate the usefulness of a non-fiction book to research questions raised. Explain how the structure guides the reader to find specific information. Know that non-fiction texts are structured to guide the reader to information. Use dictionaries to check or find the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Evaluate the usefulness of a non-fiction book to research questions raised. Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information. Know that non-fiction texts may include a creative, fictional element. Understand that non-fiction texts may present the same information with different viewpoints. Find and identify key information from different parts of the text. Understand the difference between fact and opinion and explain why one example is fact and another is opinion. 	