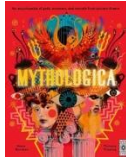
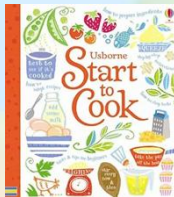
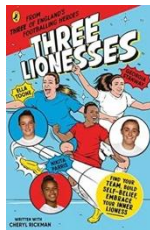
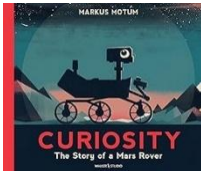
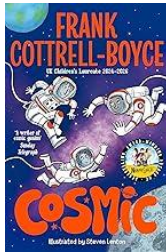
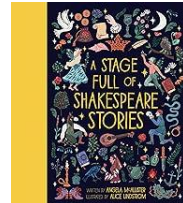
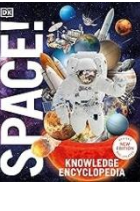
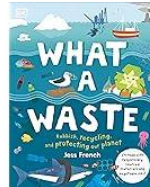
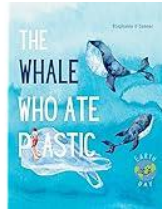
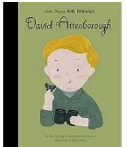


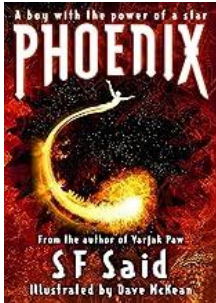
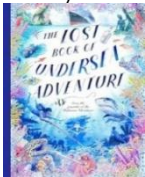
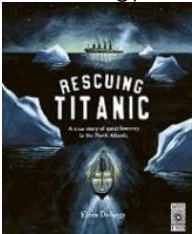
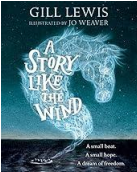
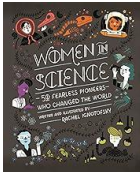
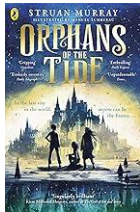
Maple Class Cycle B 2026-27

	Autumn			Spring		Summer
Reading - Core Texts	(NF) Mythologica (Y5) by Dr. Stephen P. Kershaw 	(F) Arthur and the Golden Rope by Joe Todd Stanton 	(F) FArTHER by Grahame Baker-Smith 	(F) The Corinthian Girl by Christina Balit 	(F) The Great Kapok Tree by Lynne Cherry (Y4) 	(NF) The Lost Book of Adventure by 'unknown author' and Teddy Keen (F) The Girl Who Stole an Elephant by Nizrana Farook – class reader (NF) Wilma Rudolph by Maria Isabel Sanchez Vegara   
Reading - Additional Texts	(F – Class reader) Who Let The Gods out by Maz Evans – linked to History (NF) Start To Cook by Jane Chisholm – linked to Science and DT  			(NF) Against the odds (Y5) by Alastair Humphreys (F) The Vanishing Rainforest by Richard Platt (F) Running Wild by Michael Morpurgo   		(NF) Three Lionesses (Y5) (NF Biographies) – linked to History 
Poetry	(P) Poems for a Green and Blue Planet (y4) by Sabine Mahfouz; (P) Where Zebras Go by Sue Hardy-Dawson					

Maple Class Cycle C 2027-28

	Autumn		Spring		Summer		
Reading – Core Texts	(NF) Curiosity (Y5) by Markus Motum 	(F) Cosmic by Frank Cottrell-Boyce 	Leaf by Sandra Dieckman 	A Stage Full of Shakespeare Stories 	Greta and the Giants 	The Promise by Nichola Davies 	Goldfish Boy (Y5) by Lisa Thompson – class reader 
	(NF) Knowledge Encyclopaedia: Space! (Y5) by DK London (NF) Margaret and the Moon by Dean Robbins (linked to (NF) Science and VIPs) (NF) The Woman in the Moon by Richard Maurer (linked to Science and VIPs) (NF) The Moon (Y5) by Hannah Pang (linked to Science)    		(F) The Last Bear (Y4) by Hannah Gold A day in the life of a caveman, a queen and everything in between (Y4) by Mike Barfield (NF) Little People, Big Dreams – Stephen Hawking   		What a Waste by Jess French The Whale Who Ate Plastic by Stephanie O'Connor Little People, Big Dreams: Greta Thunberg; David Attenborough    		
Poetry	(P) A Poem for Every Night of the Year by Alli Esiri (P) 100 Best Poems for children edited by Roger McGough						

Oaks Class Cycle C 2027-28

	Autumn		Spring		Summer	
Reading – Core Texts	Phoenix by SF Said 	A Stage Full of Shakespeare Stories(Y6) by Angela McAllister 	The lost book of undersea adventure (Y6) by 'unknown' and Teddy Keen 	Rescuing Titanic (Y6) by Flora Delargy 	A Story like the wind (Y6) by Gill Lewis Varmints (Y6) by Helen Ward  	
Reading – Additional Texts	Knowledge Encyclopaedia: Space! (Y5) by DK London The Moon (Y5) by Hannah Pang Women in Science (Y6) by Rachel Ignotofsky   			Orphans of the Tide (Y6) by Struan Murray 		Asha and the Spirit Bird (Y6) by Jasbinder Bilan 
Poetry	(P) A Poem for Every Night of the Year by Alli Esiri (P) My heart was a tree by Michael Morpurgo					



HAYTON C OF E PRIMARY SCHOOL

♥ LOVE • ★ JOY • ✨ ASPIRATION • ☆ WONDER

NURTURED IN LOVE,
INSPIRED BY JOY,
DRIVEN BY ASPIRATION,
FILLED WITH WONDER.



RAZZY READER

I READ IT SMOOTHLY!

- ♥ I read with fluency and expression.
- ✚ I use my voice to bring text to life.
- 📖 I decode words and try tricky ones.
- 🔍 I reread when I get stuck.
- ♥ I read with stamina and enjoy books.
- 🎤 I love poetry and performing.

LOVE

We read with love and share our love of books.



REX RETRIEVER

I FIND THE INFORMATION!

- 🔍 I find key information in the text.
- 🔍 I answer questions with evidence.
- 📖 I summarise the main ideas.
- 📖 I identify important details.
- 🔍 I use text features to help me.
- 🔍 I check I understand what I read.

ASPIRATION

We aspire to find the facts, learn more and achieve.



EXPI EXPLORER

I EXPLORE WORDS!

- 🔍 I discover new and interesting words.
- 🔍 I find the meaning in context.
- 🔍 I spot language and phrases.
- 🔍 I explore how words affect us.
- 🔍 I make connections with words.
- 🔍 I grow my vocabulary every day.

WONDER

We explore with wonder and are curious every day.



ANSA ANALYSER

I ANALYSE THE TEXT!

- 🔍 I look at how the text is built.
- 🔍 I identify themes and messages.
- 🔍 I analyse characters and their feelings.
- 🔍 I compare texts and ideas.
- 🔍 I think like the author.
- 🔍 I evaluate choices and impact.

ASPIRATION

We think deeply, challenge ideas and aim high.



DOOD DETECTIVE

I FIND THE CLUES!

- 🔍 I find clues in the text.
- 🔍 I make inferences.
- 🔍 I predict what might happen.
- 🔍 I understand feelings.
- 🔍 I justify my ideas with evidence.
- 🔍 I solve the mystery!

JOY

We find joy in discovery and love a good mystery!

Hayton C of E Primary School – Reading Key Performance Indicators – Sequencing and Progression:

Year 4

Skill	Expected	Greater Depth
Read	Reads fluently with understanding across a range of increasingly challenging texts.	Reads challenging texts with confidence, expression and sustained stamina.
Retrieve	Retrieves important information from across a text.	Combines information from different parts of a text to answer questions.
Explore	Explains how vocabulary affects meaning and the reader.	Explains how figurative language creates meaning and effect.
Analyse	Explains how authors use structure to organise ideas.	Explains how authors' structural choices influence the reader.
Deduce & Infer	Justifies inferences using evidence from the text.	Explains different possible interpretations using evidence.

Year 5

Skill	Expected	Greater Depth
Read	Reads challenging texts fluently with expression and understanding.	Adapts pace, expression and fluency to suit different audiences and purposes.
Retrieve	Combines evidence from different parts of a text accurately.	Synthesises information from across whole texts.
Explore	Analyses ambitious vocabulary and language choices.	Explains how language creates atmosphere, mood and viewpoint.
Analyse	Explains how structure contributes to meaning.	Evaluates why authors make particular language and structural choices.
Deduce & Infer	Supports inferences using precise quotations.	Explains hidden meanings using precise textual evidence.

Year 6

Skill	Expected	Greater Depth
Read	Reads complex texts fluently, thoughtfully and independently.	Reads critically, adapting pace, expression and reading strategies for different texts and purposes.
Retrieve	Summarises complex information clearly using relevant evidence.	Selects, combines and evaluates the strongest evidence from across texts.
Explore	Analyses language used for effect, viewpoint and persuasion.	Evaluates how language influences the reader and shapes meaning.
Analyse	Evaluates authorial intent and the effectiveness of structural choices.	Evaluates how language, structure and themes combine to create impact.
Deduce & Infer	Justifies sophisticated interpretations using precise textual evidence.	Explores alternative interpretations using precise evidence and quotations.

Child-Speak Targets:

Year 4

Skill	Expected	Greater Depth
Read	I can read fluently with understanding.	I can read challenging texts with confidence, expression and stamina.
Retrieve	I can find important information across a text.	I can combine information from different places in the text.
Explore	I can explain how vocabulary affects the reader.	I can explain how figurative language creates meaning.
Analyse	I can explain why authors choose certain structures.	I can explain how an author's choices affect the reader.
Deduce & Infer	I can justify my ideas using evidence.	I can explain different possible meanings using evidence.

Year 5

Skill	Expected	Greater Depth
Read	I can read challenging texts fluently.	I can adapt my reading to suit different texts and audiences.
Retrieve	I can combine evidence from different parts of a text.	I can combine information from across whole texts.
Explore	I can analyse ambitious vocabulary.	I can explain how language creates atmosphere, mood and viewpoint.
Analyse	I can explain how structure affects meaning.	I can evaluate why the author made these choices.
Deduce & Infer	I can use quotations to support my ideas.	I can explain hidden meanings using precise evidence.

Year 6

Skill	Expected	Greater Depth
Read	I can read complex texts thoughtfully.	I can read critically, adapting my pace, expression and thinking for different texts.
Retrieve	I can summarise complex information clearly.	I can select and combine the best evidence from across texts.
Explore	I can analyse language for effect and persuasion.	I can evaluate how language influences the reader.
Analyse	I can evaluate authorial intent.	I can evaluate how language, structure and themes work together to create impact.
Deduce & Infer	I can justify sophisticated interpretations.	I can explore different interpretations using precise evidence and quotations.