

Teacher notes

Real Comprehension: Progression Map

Text types and curriculum links, Years 1-6

This overview gives details of all the texts provided for the Real Comprehension programme – listing the title, author and text type for each one, as well as relevant curriculum links, to assist with long-term planning.

Year 1

- 1:1 It's Good To Be Good
- 1:2 Small But Strong
- 1:3 Lost And Found

Year 2

- 2:1 New Beginnings
- 2:2 Family
- 2:3 Caring For Others

Year 3

- 3:1 Perseverance
- 3:2 First Impressions
- 3:3 The Value Of Education

Year 4

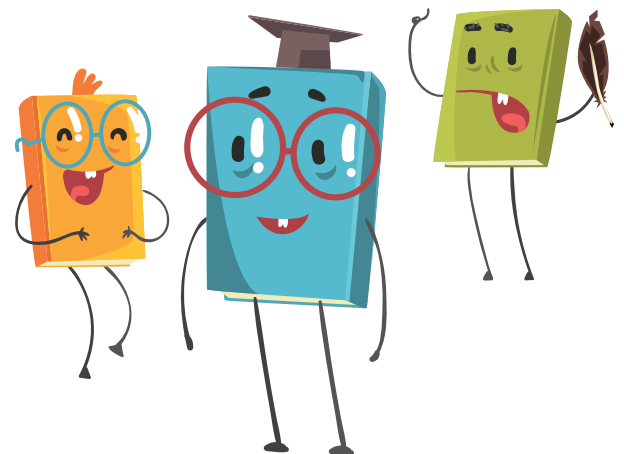
- 4:1 Remembrance
- 4:2 Co-operation
- 4:3 Rags To Riches

Year 5

- 5:1 Freedom
- 5:2 Rebirth
- 5:3 Peace

Year 6

- 6:1 Reconciliation
- 6:2 Conservation
- 6:3 Transitions



Year One

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: It's good to be good	A List to Show I Care by Margaret Bateson-Hill (lists and captions)	Friends Come First by Margaret Bateson-Hill (story in a familiar setting)	Living a Lie by Sue Hardy-Dawson (shape poem)	Reading: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Relationships Education: the convention of courtesy and manners
Spring term: Small but strong	The Lion and the Mouse by Lucy Strange (traditional tale)	Small, But Strong! by Lucy Strange (information text)	The Power Within by Joshua Seigal (list poem)	Reading: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Relationships Education: respectful relationships (the importance of respecting others even when they are different from us) Science: animals including humans – identify and name a variety of common animals
Summer term: Lost and found	Lost and Found, by James Nicol (story with a familiar setting)	Sofa-Cat! An Amazing True Story, by James Nicol (website article)	Have You Seen...? by Sue Hardy-Dawson (humorous poem)	Reading: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Year Two

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: New beginnings	Janus – God of New Beginnings by Jo Franklin (information text)	Corine’s First Day by Jo Franklin (story with a familiar setting)	New Baby by Joshua Seigal (poem with repeating phrases)	Reading: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Reading: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Reading: recognising simple recurring literary language in stories and poetry Relationships Education: Families and people who care for me History: changes within living memory
Spring term: Family (home is where the heart is)	Talent in the House by Ross Montgomery (a magazine spread)	A Very Inventive Family by Ross Montgomery (contemporary story told in the third person)	Families, by Sue Hardy–Dawson (instruction poem)	Reading: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Reading: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Reading: recognising simple recurring literary language in stories and poetry Relationships Education: Families and people who care for me Music: listen with concentration and understanding to a range of high-quality live and recorded music
Summer term: Caring for others	Khalsa Aid: How Sikhs care for others by Lucy Strange (explanation text)	Diary of a Paramedic by Lucy Strange (story told in the first person)	The Lady with the Lollipop by Sue Hardy–Dawson (people who help us)	Reading: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Reading: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Reading: recognising simple recurring literary language in stories and poetry British Values: mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith Relationships Education: Families and people who care for me

Year Three

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: Perseverance (if at first you don't succeed...)	Sophie Christiansen CBE – Born to Succeed? by Jo Franklin (biography)	Ride Like You Mean It! by Jo Franklin (story with a familiar setting)	The King and the Spider by Joshua Seigal (narrative poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally History: British history that extends pupils' chronological knowledge beyond 1066
Spring term: First impressions (don't judge a book by its cover)	Stephen Hawking by Ross Montgomery (information text)	Arthur – The Rightful King of England by Ross Montgomery (traditional tale)	Supper Menu, by Sue Hardy–Dawson (humorous poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Summer term: The value of education	The Privilege of Education by Lucy Strange (question and answer text)	The Diary of a Victorian Schoolchild by Lucy Strange (diary)	Report by Joshua Seigal (school report)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally History: an aspect of social history from the Anglo-Saxons to the present. Geography: locate the world's countries

Year Four

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: Remembrance	The National Memorial Arboretum by James Nicol (information leaflet)	The Letter by James Nicol (older fiction – a letter)	Teeth by Sue Hardy–Dawson (poem about mementoes)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally History: British history that extends pupils’ chronological knowledge beyond 1066 (significant turning point in British history) WWI, WWII
Spring term: Co-operation	Working Together by Dan Smith (report)	Tanvi’s Garden by Dan Smith (contemporary fiction)	The Worst Team by Joshua Seigal (humorous poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Physical Education: they should enjoy communicating, collaborating and competing with each other
Summer term: Caring for others	Andrew Carnegie by Margaret Bateson–Hill (biography)	The Tale of Dick Whittington by Margaret Bateson–Hill (traditional tale)	The Ballad of Cinder–Sooty–Nose by Sue Hardy–Dawson (narrative poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Geography: name and locate counties and cities in the United Kingdom (London – Dick Whittington) (Dunfermline – Andrew Carnegie)

Year Five

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: Freedom	<p>Equality, Freedom and Peace – the Life of Nelson Mandela</p> <p>by Dan Smith (biography)</p>	<p>The Light of Hope</p> <p>by Dan Smith</p> <p>(a story set in a different culture)</p>	<p>Two Birds</p> <p>by Joshua Seigal</p> <p>(comparison poem)</p>	<p>Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>British Values: individual liberty</p>
Spring term: Rebirth	<p>The Legend of the Phoenix</p> <p>by James Nicol</p> <p>(information text)</p>	<p>How the Bully Became Good</p> <p>by James Nicol</p> <p>(contemporary story)</p>	<p>Spring Cleaning Tips</p> <p>by Sue Hardy-Dawson</p> <p>(metaphor poem)</p>	<p>Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Science: Living things and their habitats – lifecycles and life processes</p> <p>Relationship Education: Respectful relationships – different types of bullying</p>
Summer term: Caring for others	<p>United Nations Peacekeepers</p> <p>by Jo Franklin</p> <p>(question and answer article)</p>	<p>Peace</p> <p>by Jo Franklin</p> <p>(traditional tale)</p>	<p>Peace is...</p> <p>by Joshua Seigal</p> <p>(imagery and description)</p>	<p>Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>

Year Six

Term	Fiction	Non-fiction	Poetry	Curriculum links
Autumn term: Reconciliation	<p>Coventry Cathedral by Jo Franklin</p> <p>(information text)</p>	<p>Better than a Box of Gold by Jon Mayhew</p> <p>(a story featuring forgiveness)</p>	<p>Together Again by Joshua Seigal</p> <p>(emotions poem)</p>	<p>Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>History: WWII – a significant turning point in British history</p> <p>Relationships education: (Caring Friendships) – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>
Spring term: Conservation	<p>The Conservation Conundrum by Gabrielle Kent</p> <p>(magazine article)</p>	<p>How we Saved the Plazoom Oak by Gabrielle Kent</p> <p>(class blog)</p>	<p>Letter from a Lemur by Joshua Seigal</p> <p>(point of view poem)</p>	<p>Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Geography: biomes and vegetation belts, climate zones, land use</p> <p>Science: Living things and their habitats</p>
Summer term: Transitions	<p>Metamorphosis by Dan Smith</p> <p>(information text)</p>	<p>A New Beginning by Dan Smith</p> <p>(first person account)</p>	<p>Many Roads by Sue Hardy–Dawson</p> <p>(shape poem)</p>	<p>Reading: Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Science: evolution and adaptation</p> <p>Science: living things and their habitats</p>