

Reading 2023 - 2024

Curriculum Intent Statement

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for Reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

ELGs related to Subject and Topics

Listen to simple stories and understand what is happening, with the help of the pictures.

Enjoy listening to longer stories and can remember much of what happens.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Learn new vocabulary.

Use new vocabulary through the day.

Engage in story-times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Enjoy sharing books with an adult.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Make comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Develop storylines in their pretend play.

		Topic	Year 1		Topic	Year 2	
	HT1	History – Living	What children will	What children will be	Geography – Rivers	What children will	What children will be
		Memory Toys	learn:	able to do:	and Seas	learn:	able to do:
		Books:	Read some common	Read some common	Books:	Apply and embedded	Decode words using
		Lost in the Toy	exception words,	exception words.	●The Sea Book	phonic knowledge and	their phonics
		Museum	noting unusual	Read words at their	•Sharks	skills as the route to	knowledge.
Autumn		The Teddy Robber	correspondences	ability ending in -s or -	One World	decode.	Recognise and read
		Now We Are Six	between spelling and	es.	●The Real Boat	Read some common	some common
		In the Past: Toys	sound and where	Retell a familiar story.	•A First Book of the	exception words.	exception words.
		Ways Into History:	these occur in the	Read a text at their	Sea		Read most words with
		Toys and Games	word.	phonics level, showing			the suffix -ly.

Read -s and -es endings. Become familiar with stories, retelling them, and considering their particular characteristics. Check that a text at their phonics level makes sense to them as they read and correcting inaccurate reading. Show an awareness of full stops when reading. Identify simple text features such as titles and pictures to indicate what the text is about. To read words containing taught sounds. Apply phonics skills to decode words with taught sounds in. Blend sounds to read words containing taught graphemes. Listen and discuss stories and poems beyond their reading ability.

understanding by selfcorrecting. Pause at full stops. Identify the title of a text. Use pictures to work out what the text is about. Read words containing sounds they have been taught. Use phonics to decode and blend words. Discuss poems and stories that have been read to them. Join in with predictable phrases in

stories.

Read most words containing common suffixes – ly. Check the text makes sense to them and correct inaccurate reading. Answer and ask questions. Make some predictions of what might happen on the basis of what has been read so far. Understand many non-fiction books that are structured in different ways. Read sentences with increasing accuracy and fluency. Self-correct words. Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.

Recognise whether what they have read makes sense and reread to correct if it doesn't. Answer and ask questions about a text. Predict what is going to happen next. **Understand structures** of non-fiction books. Read with increasing accuracy and fluency. Read aloud using intonation to show different punctuation.

HT2	Fairy Tales and Rhymes Books: Mr Wolf's Pancakes Goldilocks and the Three Bears Goldilocks and Just the One Bear	Recognise and join in with predictable phrases. Participate in discussions about what has been read to them. What children will learn: Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the	What children will be able to do: Increase the amount of common exception words they can read. Confidently read words with -s and -es endings and read words with -er	Fairy Stories and Poetry - Classics Books: •Once a Wild Wood •The Glassmaker's Daughter •The Secret of the Tattered Shoes •The Owl and the	What children will learn: Decoding automatically and build fluency. Read some common exception words. Read most words containing common	What children will be able to do: Decode words in their heads. Increase the amount of common exception words they can read. Read words ending with -er or -est
	Pancakes • Goldilocks and the Three Bears	noting unusual correspondences between spelling and sound and where	words they can read. Confidently read words with -s and -es endings and read	The Glassmaker'sDaughterThe Secret of theTattered Shoes	build fluency. Read some common exception words. Read most words	Increase the amount of common exception words they can read. Read words ending
		information and vocabulary provided by the teacher. Discuss word meanings and link new meanings to those already known.	reading. Explain what the text is about based on the title and cover. Understand the differences between stories and poetry.		through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth).	level with increasingly fluency. Self-correct when reading. Read aloud with intonation appropriate to the punctuation.

Predict what might Fluently read Use what they already Make some happen on the basis of predictions of what to know to help them decodable books at might happen on the understand what they what has been read so their phonics level. far. Reread words and basis of what has been are reading. sentences for fluency. Show an awareness of read so far. Listen to and discuss full stops when Listen to and discuss Read sentences with poems. texts which are read to increasing accuracy Learn some poems by reading. Identify simple text them, taking turns to and fluency. heart. Self-correction words. features such as titles speak. and pictures to Recite poems. Read aloud with Take part in indicate what the text attention to is about. discussions about punctuation, including Show an awareness of texts. full stops, question, the difference Listen to other's views. exclamation and Read decodable words intonation. between stories. information and of more than one Connect prior knowledge with poetry. syllable at their Develop reading phonics level. context. Continue to build up a accuracy decodable Reread books fluently. repertoire of poems text. Self-correction learnt by heart. including re-reading Listen to and discuss a words. range of classic poetry. Re read sentences for fluency. Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently. Recite by heart many poems. Participate in discussion and explain clearly about what is

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			read to them, taking				
			turns, and listening to				
			what others say.				
			Read other words of				
			more than one syllable				
			that contain taught				
			GPCs.				
			Re-read books to build				
			up fluency and				
			confidence.				
	HT3	Geography – Locality	What children will	What children will be	Living things, habitats	What children will	What children will be
		Books:	learn:	able to do:	and plants	learn:	able to do:
		•Six Dinner Sid	Read most common	Read most common	Books:	Re-read books to build	Read familiar books at
		•The Shopping Basket	exception words,	exception words.	• The Flower	fluency and	their reading level
		Out and About – A	noting unusual	Confidently read	Grandpa's Garden	confidence.	fluently.
		First Book of Poems	correspondences	words with -s, -es and	• It Starts with a Seed	Read most words	Read most words
		•Our Local Area	between spelling and	-er.	• How to Help a	containing common	ending in the suffix -ly.
		•Farms and Villages	sound and where	Begin to read words	Hedgehog and Protect	suffixes – ful.	Explain what has
			these occur in the	with ending with -ing.	a Polar Bear	Explain what has	happened in texts they
			word.	Retell known stories		happened so far in	have listened to or
			Reinforce –s, –es, – er	and recognise their		what they have	read.
			endings and teach –ing	characteristics.		listened to or read.	Sequence events in
			endings.	Discuss key events in		Discuss the sequence	books.
Spring			Become familiar with	stories they have read		of events in books and	Understand the
			stories, retelling them	and have been read to		how many items of	structure of different
			and considering their	them.		information are	non-fiction books.
			particular	Make predictions		related.	Read most common
			characteristics.	about stories.		Understand many	exception words.
			Discuss significant	Read fluently pausing		non-fiction books that	Read texts that are at
			events in stories.	at full stops.		are structured in	their level accurately
			Predict what might	Link what they have		different ways.	and fluently.
			happen on the basis of	-		Recognise and read	Self-correct when
			what has been read so	already know.		most common	reading.
			far.	Talk about the		exception words.	Read ahead.
				illustrations in a book			Use contents and
							glossaries.
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Read with attention full stops when reading. Discuss prior knowledge of context. Deepen understanding of story through Book Talk of illustrations. Show an awareness of the difference between stories, information and poetry. Understand how captions can give information. Make simple predictions. Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding). Identify and locate pre-taught vocabulary. Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently. Link what they read or hear read to their own experiences.

to help them understand it more. Recognise some differences between stories, poems and information texts. Recognise that captions give them information. Make predictions about texts. Talk about books and their features. Find pre-taught vocabulary in a text. Listen to different texts and discuss them, linking them to their own experiences. Read words with contractions, understanding the apostrophe represents the omitted letters.

Read a range of texts with increasing accuracy and fluency. Self-correction, including re- reading and reading ahead. Look for specific information in texts using contents and glossaries. Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. Re-reading sentences for clarity. Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.

Use different features of texts to find and understand information.
Re-read sentences to ensure understanding.
Make inferences from what they know and based on similar books.

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			Read words with				
			contractions [for				
			example, I'm, I'll,				
			we'll], and understand				
			that the apostrophe				
			represents the				
			omitted letter(s).				
	HT4	Traditional Tales and	What children will	What children will be	Traditional Tales and	What children will	What children will be
		Poems	learn:	able to do:	Poetry	learn:	able to do:
		Books:	Read most common	Read most common	Books:	Sound out most	Use phonics to sound
		•The Leopard's Drum	exception words,	exception words and	The Wolf's Story	unfamiliar words	out unfamiliar words
		•Deep in the Woods	noting unusual	notice differences	 Revolting Rhymes 	accurately, without	quickly.
		 Poems to Perform 	correspondences	between spelling and	•The Three Little	undue hesitation.	Read multi-syllabic
		No Dinner	between spelling and	sounds.	Wolves and the Big	Read accurately most	words accurately.
			sound and where	Become confident in	Bad Pig	words of two or more	Read most common
			these occur in the	reading words with -s,	•The True Story of the	syllables.	exception words.
			word.	-es, -er and -ing	3 Little Pigs	Read most common	Read most words
			Reinforce –s, –es, – er,	endings, begin to read		exception words.	fluently without
			 ing endings and 	words with -ed		Read most words	sounding them out.
			teach –ed endings.	endings.		accurately without	Retell traditional tales.
			Become familiar with	Retell traditional tales		overt sounding and	Recognise story-telling
			several key traditional	and identify their		blending.	language and use it in
			tales, retelling them,	characteristics.		Demonstrate	their writing.
			and considering their	Make inferences about		familiarity with and	Make some inferences
			particular	a character because of		retell a wide range of	from what has
			characteristics.	what they have said or		traditional tales.	happened in the book
			Make inferences on	done.		Recognise simple	and what they know
			the basis of what is	Read aloud knowing		recurring literary	from other books.
			being said and done.	where capital letter,		language in stories and	Read an increasing
			Read aloud with	full stops and question		poetry and draw upon	range of texts.
			attention to capital	marks are and		these for their writing.	Self-correct and read
			letters to start	showing that in the		Make some inferences	ahead in texts.
			sentences, full stops	way they read.		on the basis of what is	Use what they know
			and question marks.	Discuss what they		being said and done	from phonics, root
			Discuss prior	already know about		across the book and	words and word
			knowledge of context.	the text.		drawing on other	
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			Deepen understanding	Talk about the		books they have read	families to understand
			of story through Book	illustrations to help		(building on from YR1	unfamiliar words.
			Talk of illustrations.	understanding of the		Greater Depth).	Talk about words and
			Make simple	book.		Read a range of texts	phrases they like and
			predictions.	Make predictions		with increasing	use them in their
			Continue to use their	about the text.		accuracy and fluency.	writing.
			phonics knowledge to	Decode ad blend		Self-correction,	
			decode and blend	based on their phonics		including re- reading	
			words containing	ability.		and reading ahead.	
			sounds they have been	Listen to and discuss		Re-reading sentences	
			taught.	texts that have been		for clarity.	
			Listen to and discuss	read to them.		Use a range of	
			poems, stories and	Recite familiar poems.		strategies to make	
			non-fiction at a level	Read capital letters		meaning from words	
			beyond that at which	and days of the week.		and sentences,	
			they can read	·		including knowledge	
			independently.			of phonics, word	
			Recognise and join in			roots, word families.	
			with predictable			Discuss their favourite	
			phrases with increased			words and phrases	
			confidence.			using some of them in	
			Recite by heart many			their writing.	
			poems.				
			Read all capital letters				
			and the days of the				
			week.				
	HT5	Science – Animals	What children will	What children will be	Beyond Living Memory	What children will	What children will be
		including humans	learn:	able to do:	– The Great Fire of	learn:	able to do:
		Books:	Read all common	Read all common	London.	Read most words	Read words with the
		The Lion Inside	exception words,	exception words and	Books:	containing common	suffix -ness.
Summer		Where My Wellies	noting unusual	notice the difference	The Great Fire of	suffixes – ness.	Recognise and read al
Jannilei		Take Me	correspondences	between spelling and	London – A City in	Read all common	common exception
		•Something Smells!	between spelling and	sound.	Flames	exception words with	words.
		Let's Explore the Five	sound and where	Confidently read	●The Bakers Boys and	automaticity.	Read fluently enough
		Senses	these occur in the	words with -s, -es, -er,	the Great Fire of	Read sufficiently	to understand the
			word.	-ing and -ed endings	London	fluently to allow a	text.

•Little Kids First Big Reinforce -s, -es, - er, confidently and begin Read most multi-•The Great Fire of focus on **Book of Animals** to read words with svllabic words ing, -ed endings and London understanding. •Why do we Read accurately most accurately. teach -est endings. •Let's Explore the est endings. Sense of Touch Become familiar with Retell familiar stories Remember the Great words of two or more Talk about words and stories, retelling them and talk about their Fire of London syllables. phrases they like and Discuss their favourite use them in their and considering their characteristics. •Poems -Make inferences about Before the Great Fire words and phrases particular writing. of London characteristics. using some of them in Make inferences using the text. Fire! Fire! Fire! their writing. Make inferences on Read aloud with facts they know. After the Great Fire of the basis of what is awareness of capital Make some inferences Identify the features of London letters, full stops and non-fiction texts. being said and done. on the basis of what is question marks. Self-correct as they Read aloud with being said and done Discuss how pictures across the book and read. attention to capital Explain why the prefer letters to start can help them drawing on other sentences, full stops understand a text. books they have read certain books. and question marks. Link what they are (building on from YR1 Talk about the way different texts are Discuss prior reading or listening to Greater Depth). knowledge of context. **Understand many** relates to their own organised. Deepen understanding non-fiction books that experiences. of story through Book Make predictions are structured in Talk of illustrations. about the text. different ways. **Understand how** Confidently apply Read a range of texts with increasing captions can give phonics strategies accuracy and fluency. information. independently. Self-correction, Make simple including re- reading predictions. Apply reading and reading ahead. Talk about book strategies such as decoding and blending preferences. to fluently read with Identify how texts are more independence. organised, e.g. lists, numbered points, Link what they read and hear with their tables and bullet own experiences. points.

What children will be Stories, Plays and What children will What children will be Stories and Poems What children will HT6 able to do: able to do: Books: learn: Poetry – learn: Read all common Read all common Read most words Read most words with Peace at Last Contemporary. Books: containing all common common suffixes Mrs Armitage on exception words, exception words. Wheels noting unusual Read words with -s, -•The Owl Who Was suffixes. fluently. • Can't Sleep Little es, -er, -ing, -ed and -Afraid of the Dark Read all common Read all common correspondences between spelling and •The Tunnel exception words exception words with Bear est. • Poems Out Loud sound and where Retell familiar stories. •George's Marvellous automaticity. fluently. Read fluently at their these occur in the Make inferences about Medicine Read sufficiently •The Works word. the text. fluently to allow a reading level. Reinforce –s, –es, – er, Show awareness of focus on Retell stories, poems and plays they know. ing, -ed, and – est capital letters. understanding. question marks and Demonstrate Talk about their endings. Become familiar with full stops when familiarity with and favourite words and reading aloud by phrases, using them in several key stories and retell a wide range of poems, retelling them pauses and tone of stories and plays. their writing. Discuss their favourite **Understand books** and considering their voice. Discuss what you words and phrases they have read and particular already know about using some of them in characteristics. had read to them, the topic of a book. Make inferences on their writing. understanding new the basis of what is Discuss stories and Show good vocabulary. being said and done. their illustrations to understanding of Read all common books they have read exception words Read aloud with help understand texts fluently. better. and listened to attention to capital drawing on what thev letters to start Make predictions Correct themselves already know, with when reading. sentences, full stops about a text. and question marks. Use different reading background Read a range of texts Discuss prior strategies to read fluently and discuss information and knowledge of context. vocabulary provided which they prefer and fluently. Deepen understanding Recite known poems. by the teacher. why. of story through Book Participate in Recognise and read all Talk of illustrations. discussions about a common exception Make simple text, taking turns and words with listening to others predictions. automaticity. Apply reading point of views. strategies with

increasing	Quickly read all	Read a range of texts	
	· ·	_	
independence.	sounds.	with increasing	
Recite by heart many		accuracy and fluency.	
poems.		Self-correction,	
Participate in		including re- reading	
discussion and explain		and reading ahead	
clearly about what is		Talk about book	
read to them, taking		preferences.	
turns and listening to			
what others say.			
Respond speedily with			
the correct sound to			
graphemes (letters or			
groups of letters) for			
all 40+ phonemes and			
many alternative			
sounds for graphemes.			

		Topic	Year 3		Topic	Year 4	
	HT1	Science – Forces,	What children will	What children will be	Science – Living things,	What children will	What children will be
		Magnets and Rocks	learn:	able to do:	habitats and animals	learn:	able to do:
		Books:	Read a range of books	Read different types of	Books:	Read a wide range of	Read different books
		 The Robot and the 	that are structured in	books.	• The World of Wales	books that are	for different purposes.
		Bluebird	different ways and	Read for different	Habitats	structured in different	Explain that language,
		 The Tin Forest 	read for a range of	purposes.	Wild World	ways and read for a	structure and
		 Forces in Action – 	purposes.	Explain why	When the Mountains	range of purposes.	presentation of a text
Autumn		Balance, Motion and	Identify how language,	vocabulary choice is	Roared	Identify how language,	can contribute to
Autumn		Levers	structure and	important.	 Why the Whales 	structure and	meaning.
		 The Wild Robot 	presentation	Explain how the	Came	presentation	Discuss the meaning of
		 Rocks and Minerals – 	contribute to meaning.	structure and	Wild in the Streets	contribute to meaning.	a text, explaining the
		Things to Find, Collect	Check that the text	presentation		Check that the text	meaning of many
		and Treasure	makes sense to them,	contribute to the		makes sense to them,	words and asking
			discuss their	meaning.		discuss most of their	questions.
			understanding and			understanding and	
						explain the meaning of	

explain the meaning of some words in context Predict what might happen from details stated and some which are implied. Retrieve and record some information from non-fiction. Recognise and read many Year 3&4 Word List words. Read aloud using punctuation to aid expression including speech. Self-correction, including re-reading and reading ahead. Skim to gain an overview of a text, e.g. topic, purpose. Identify different purposes of texts, e.g. to inform, instruct, explain. Read short information texts independently with concentration. Build on phonics subject skills and knowledge. Connect prior knowledge with context.

Explain the meanings of some words in the context they are used. Make predictions from what we know and what is implied. Find information in non-fiction texts. Read many of the year 3 and 4 words. Use expression when reading aloud. Self-correct when reading. Skim texts to get an idea of what it is about. Read short information texts. Use phonics, root words and prior knowledge to assist in reading new vocabulary. Connect what they have read to what they already know. Locate and discuss vocabulary that has been pre-taught. Read different texts accurately. Infer a character's thoughts and feelings.

many words in context, asking questions to improve their understanding of a text. Predict what might happen from details stated and implied. Confidently retrieve and record information from nonfiction. Recognise and read Year 3&4 Word List. Read aloud using punctuation to aid expression including speech. Self-correction, including re- reading and reading ahead. Skim to gain an overview of a text, e.g. topic, purpose. Read short information texts independently with concentration. Identify how texts differ in purpose, structure and layout. Identify different purposes of texts, e.g. to inform, instruct,

Make more detailed predictions, explaining why they think that. Retrieve information and record it in different ways. Read all year 3 and 4 words automatically. Confidently selfcorrect their reading. Skim read to understand topic or purpose. Identify differences in texts, including their purpose.

			Locate and discuss	Know how to use a		explain, persuade,	
			words and pre taught	dictionary to find the		recount.	
			vocabulary to find out	definition of words.			
			what the text is about.	Discuss non-fiction			
			Use a range of	books.			
			strategies to make				
			meaning from words				
			and sentences,				
			including building on				
			knowledge of phonics,				
			word roots, text				
			organisation and prior				
			knowledge of context.				
			Read a range of texts				
			with increasing				
			accuracy and fluency.				
			Develop fluent and				
			enthusiasm for				
			reading.				
			Infer a character's				
			thoughts and feelings.				
			Listen to and discuss a				
			wide range of fiction,				
			non-fiction and				
			reference books.				
			Use dictionaries to				
			check the meaning of				
			many unknown words				
			that they have read.				
H	IT2	Reading Breadth –	What children will	What children will be	Reading Breadth –	What children will	What children will be
		Stories and Poetry	learn:	able to do:	Stories and Poetry –	learn:	able to do:
		Books:	Increase their	Use a dictionary to	Different Forms	Increase their	Retell a range of
		 Hot Like Fire and 	familiarity with a wide	check definitions of	Books:	familiarity with a wide	stories with story-book
		Other Poems	range of stories.	words.	The Miraculous	range of stories and	language.
		Varjak Paw	Use dictionaries to	Make predictions	Journey of Edward	retelling some of these	Make predictions with
		 Charlotte's Web 	check the meaning of	about a text.	Tulane	orally with an	justifications.

		a Loop and the Dies-	manu unka avva vva sala	Donognico como	• Night of the	annranriata of	Ask quastions for
		• Leon and the Place	many unknown words	Recognise some	Night of the	appropriate use of	Ask questions for
		Between	that they have read.	different types of	Gargoyles	story-book language.	understanding.
			Predict what might	poetry.	The Girl Who Stole	Predict what might	Recognise different
			happen from details	Ask questions to help	an Elephant	happen from details	types of poems and
			stated and some	them understand.	Where Zebras Go	stated and implied.	perform some of these
			which are implied.	Use intonation, tone,		Ask some questions to	with appropriate
			Recognise some	volume and action		improve their	intonation, tone and
			different forms of	when performing		understanding of the	action.
			poetry [for example,	poetry.		text.	Read all year 3 and 4
			free verse, narrative	Read with expression.		Recognise a range of	list words.
			poetry].	Read many of the year		poetic forms [for	Read aloud with
			Ask some questions to	3 and 4 words.		example, free verse,	expression.
			improve their	Re-read or read ahead		narrative poetry].	Use different
			understanding of a	to self-correct.		Prepare poems to read	strategies to self-
			text.			aloud and to perform,	correct.
			Prepare short poems			showing an increasing	
			to read aloud and to			understanding	
			perform, showing			through intonation,	
			some understanding			tone, volume and	
			through intonation,			action.	
			tone, volume and			Recognise and read	
			action.			Year 3&4 Word List.	
			Recognise and read			Read aloud using	
			many Year 3 and 4			punctuation to aid	
			Word List words.			expression including	
			Read aloud using			speech.	
			punctuation to aid			Self-correction,	
			expression including			including re- reading	
			speech.			and reading ahead.	
			Self-correction,				
			including re- reading				
			and reading ahead.				
	HT3	Geography – Rivers	What children will	What children will be	History – The Vikings	What children will	What children will be
Con and the se		and Mountains	learn:	able to do:	Books:	learn:	able to do:
Spring		Books:	Read a range of books	Read for pleasure and	Explore! Vikings	Read a wide range of	Read for different
			that are structured in	read for information.	• 100 Facts - Vikings	books that are	purposes including for
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Rivers and	different ways and	Explain how language	• The Saga of Eric the	structured in different	enjoyment and for
Mountains	read for a range of	and structure help	Viking	ways and read for a	information.
World Feature Focu	purposes.	with meaning.	 Viking Boy 	range of purposes.	Summarise ideas from
- Rivers	Identify how language	Summarise		Identify main ideas	multiple paragraphs.
King of the Cloud	and structure	paragraphs.		drawn from more than	Make inferences and
Forests	contribute to meaning.	Infer characters'		two paragraphs and	justify these with
Where the Mountai	n Identify main ideas	feelings thoughts and		summarise these.	evidence.
Meets the Moon	drawn from more than	motives and justify		Draw inferences such	Explain how language,
	one paragraph and	them with evidence.		as inferring characters'	structure and
	summarise these.	Retrieve information		feelings, thoughts and	presentation help to
	Draw inferences such	from non-fiction texts.		motives from their	contribute meaning.
	as inferring characters'	Read most of the year		actions, and justifying	Retrieve and record
	feelings, thoughts and	3 and 4 words.		most inferences with	information in
	motives from their	Skim texts to find out		evidence.	different ways.
	actions, and justifying	the topic.		Identify how language,	Read all year 3 and 4
	many inferences with	Explain how texts are		structure and	words fluently.
	evidence.	organised.		presentation	Skim read for the gist
	Retrieve and record	Use contents, indexes,		contribute to meaning.	of a text.
	some information	glossaries and		Confidently retrieve	Scan texts.
	from non-fiction.	dictionaries to find		and record	Use different features
	Recognise and read	information.		information from non-	to locate information
	most Year 3&4 Word	Use different features		fiction.	quicker.
	List words	of non-fiction texts to		Recognise and read	Identify the similarities
	Skim to gain an	locate specific		Year 3&4 Word List.	and differences in how
	overview of a text,	information.		Skim to gain the gist of	texts are organised.
	e.g. topic, purpose.	Re-read sentences to		a text or the main idea	Re-read texts to better
	Identify how texts are	ensure they		in a chapter.	understand them.
	organised, e.g. lists,	understand them.		Scan for specific	
	numbered points,			information using a	
	diagrams with arrows,			variety of features in	
	tables and bullet			texts, e.g. titles,	
	points.			illustrations, pre	
	Look for specific			taught vocabular, bold	
	information in texts			print, captions, bullet	
	using contents,			points.	

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		indexes, glossaries,			Identify how texts are	
		dictionaries.			organised, e.g. lists,	
		Identify and use text			numbered points,	
		features, e.g. titles,			diagrams with arrows,	
		headings and pictures,			tables and bullet	
		to locate and			points.	
		understand specific			Identify and use text	
		information.			features, e.g. titles,	
		Re-reading sentences			headings and pictures,	
		for clarity.			to locate and	
					understand specific	
					information.	
					Look for specific	
					information in texts	
					using contents,	
					indexes, glossaries,	
					dictionaries.	
					Re-reading sentences	
					for clarity.	
HT4	Reading Breadth –	What children will	What children will be	Reading Breadth –	What children will	What children will be
	Fairy Stories and	learn:	able to do:	Myths and legends	learn:	able to do:
	Poetry	Increase their	Identify themes in	and poetry in different	Increase their	Read different myths
	Books:	familiarity with a wide	fairy stories.	forms.	familiarity with a wide	and legends and retell
	• The Princess and the	range of books,	Make inferences and	Books:	range of myths and	them.
	Pea	including fairy stories.	justify them with	Beowulf	legends, and retelling	Make inferences and
	The Snow Queen	Identify simple themes	evidence.	Stories From Around	some of these orally	explain these with
	 Fire Burn, Cauldron 	and conventions in an	Recognise different	the World	with an appropriate	evidence.
	Bubble	increasing range of	forms of poetry.	Tales From Africa	use of story- book	Identify similar themes
	• The Princess	books.	Perform poem using	The Poetry Chest	language.	across books.
	Blankets	Draw inferences such	intonation, tone and		Draw inferences such	Perform poems using
		as inferring characters'	actions.		as inferring characters'	intonation, tone,
		feelings, thoughts and	Recognise and read		feelings, thoughts and	action and volume.
		motives from their	most year 3 and 4		motives from their	Recognise different
		actions, and justifying	words.		actions, and justifying	poetic forms.
		many inferences with	Read aloud with		most inferences with	Read year 3 and 4
		evidence.	intonation.		evidence.	words automatically.
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			Recognise some	Reread sentences to		Identify themes and	Read aloud showing
			different forms of	make sure they make		conventions in an	where punctuation is
			poetry [for example,	sense.		increasing range of	by using expression
			free verse, narrative			books.	and intonation.
			poetry].			Prepare poems to read	
			Prepare short poems			aloud and to perform,	
			to read aloud and to			showing an increasing	
			perform, showing			understanding	
			some understanding			through intonation,	
			through intonation,			tone, volume and	
			tone, volume and			action.	
			action.			Recognise a range of	
			Recognise and read			poetic forms [for	
			most Year 3&4 Word			example, free verse,	
			List words			narrative poetry].	
			Read aloud with			Recognise and read	
			attention to			Year 3&4 Word List.	
			punctuation, including			Read aloud with	
			full stops, question,			attention to and	
			exclamation and			increasing range of	
			speech marks and			punctuation, including	
			intonation			full stops, question,	
			Re-reading sentences			exclamation and	
			for clarity			speech marks and	
						intonation.	
						Re-reading sentences	
						for clarity.	
	HT5	History – Egyptians	What children will	What children will be	Geography – Europe	What children will	What children will be
		Books:	learn:	able to do:	Books:	learn:	able to do:
		• The Genius of the	Read a range of books	Read different types of	• The Travel Book	Read a wide range of	Read different types of
		Ancient Egyptians	that are structured in	books for different	• Survivors	books that are	books for different
Summer		Life in Ancient Egypt	different ways and	purposes.	• The Dragon of	structured in different	reasons.
		Cinderella of the Nile	read for a range of	Identify themes across	Krakow	ways and read for a	Explain why certain
		• Secrets of a Sun King	purposes.	different books.	www.Europe Facts Kids	range of purposes.	words and phrases
			Identify simple themes		World Travel Guide	Discuss many words	capture the reader's
			and conventions in an		Geography Landmarks (kids- world-travel-guide.com)	and phrases that	
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increasing range of books. Discuss some words and phrases that capture the reader's interest and imagination. Identify how language and structure contribute to meaning. Retrieve and record some information from non-fiction. Recognise and read all Year 3&4 Word List words with automaticity. Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. Skim to gain an overview of a text, e.g. topic, purpose. Look for specific information in texts using contents, indexes, glossaries, dictionaries.

Discuss why words or phrases interest the reader. Explain how language and structure aid meaning. Retrieve information. Read all year 3 and 4 words. **Understand how** different features of information texts enhance meaning. Skim read to understand the topic and purpose of a text. Use contents, glossaries and indexes to find specific information.

capture the reader's interest and imagination. Identify how language, structure and presentation contribute to meaning. Identify themes and conventions in an increasing range of books. Confidently retrieve and record information from nonfiction. Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. Look for specific information in texts using contents, indexes, glossaries, dictionaries. Identify different purposes of texts, e.g. to inform, instruct, explain, persuade,

recount.

in a chapter.

Skim to gain the gist of a text or the main idea

interest and imagination. Explain how language and how the text is set out can contribute to the meaning. Identify themes across a range of books. Retrieve and record information in different ways. Understand information presented in different ways. Use features of texts to find specific information. Identify the purpose of a text. Skim texts for the main idea.

Stories, plays and What children will be Reading Breadth -What children will What children will be What children will poetry in different learn: able to do: Stories, Plays and learn: able to do: Poetry – Different Retell a wide range of forms. Increase their Increase their Compare new books **Books:** familiarity with a wide with ones they have forms familiarity with a wide stories with story-book Pippi Longstocking range of books. read before, noticing Books: range of stories and language. • Harry the Poisonous similarities and • The Firework Discuss words and Identify simple themes plays and retelling and conventions in an differences. some of these orally phrases that interest Caterpillar Maker's Daughter • Stig of the Dump increasing range of Explain why some Wind in the Willows with an appropriate them. • The Legend of use of story-book Identify themes and Welcome to my books. words and phrases are Crazy Life Discuss some words chosen. Podkin One Ear language. conventions across Recognise different • Werewolf Club Rules Discuss many words and phrases that different books. types of poems. and phrases that capture the reader's Read playscripts aloud interest and Understand the capture the reader's with intonation, imagination. features of a playscript interest and action, tone and and read it aloud with volume. Recognise some imagination. different forms of Identify themes and Recognise different appropriate poetry [for example, intonation, tone and conventions in an types of poems. increasing range of Read aloud, paying free verse, narrative volume. Read all words from books. attention to an poetry]. Prepare short plays to Prepare play scripts to increasing range of the 3 and 4 list read aloud and to fluently. read aloud and to punctuation. Show understanding perform, showing perform, showing an of punctuation as they some understanding increasing understanding read aloud. through intonation, tone, volume and through intonation, tone, volume and action. Recognise and read all action. Year 3&4 Word List Recognise a range of words with poetic forms [for example, free verse, automaticity. Read aloud with narrative poetry]. Recognise and read attention to Year 3&4 Word List. punctuation, including full stops, question, Read aloud with exclamation and attention to and increasing range of

S	speech marks and	punctuation, including	
ir	ntonation.	full stops, question,	
		exclamation and	
		speech marks and	
		intonation.	

		Topic	Year 5		Topic	Year 6	
	HT1	Science - Space	What children will	What children will be	History - War	What children will	What children will be
		Books:	learn:	able to do:	Books:	learn:	able to do:
		• The Infinite Lives of	Read books that are	Read for different	• The Boy in the	Read books that are	Read books structured
		Maisie Day	structured in different	purposes.	Striped Pyjamas	structured in different	in different ways for
		 Eyewitness Planets 	ways and read for a	Identify similarities	 Poems from the 	ways and read for a	information and
		A Poem for Every	range of purposes.	and differences	Second World War	range of purposes.	pleasure.
		Night of the Year	Make comparisons	between books.	• Fireweed	Make comparisons	Identify similarities
		 War of the Worlds 	within and across	Explain the plot and	• Eyewitness World	within and across	between books.
		 Newspaper article 	books e.g. plot, genre	genre of a book and	War Two	books e.g. plot, genre	Discuss books and
		from the Guardian	and theme.	talk about the themes.	Anne Frank	and theme.	words in context.
			Check that the book	Discuss books and		Check that the book	Make predictions and
			makes sense to them,	words in context.		makes sense to them,	justify these.
			discussing their	Make justified		discussing their	Retrieve information
Autumn			understanding and	predictions.		understanding and	from a text and
Autumm			exploring the meaning	Retrieve, record and		exploring the meaning	present it in different
			of words in context.	present information		of words in context.	ways.
			Predict what might	from texts.		Predict what might	Explain how the
			happen from details	Tell the difference		happen from details	structure and
			stated and implied.	between statements,		stated and implied.	presentation of the
			Identify how language,	facts and opinions.		Retrieve, record and	text can help them
			structure and	Read most words on		present information	understand it.
			presentation	the year 5 and 6 word		from non-fiction.	Read all year 5 and 6
			contribute to meaning.	list.		Identify how language,	words automatically.
			Retrieve, record and	Explain how		structure and	Explain how
			present some	punctuation helps		presentation	punctuation shows the
			information from	show meaning in		contribute to meaning.	meaning in different
			fiction and non-	complex sentences.			sentence types.
			fiction.				

		Brazilia dale	D'an andre de la		B	A
		Distinguishing	Discuss how structure		Recognise all Year 5&6	Annotate texts for a
		between statements	and punctuation help		Word List words with	purpose.
		of fact and opinion.	meaning.		automaticity.	Skim texts for different
		Recognise many Year	Using prior knowledge		Identify how	purposes.
		5&6 Word List words	to make inferences		punctuation relates to	Use things they have
		with automaticity.	and predictions.		sentence structure	already learnt to help
		Identify how	Scan to find specific		and how meaning is	make inferences and
		punctuation relates to	information.		constructed in	predictions.
		sentence structure	Find information on		multi-clause	
		and how meaning is	the internet.		sentences.	
		constructed in			Read closely,	
		complex sentences.			annotating for specific	
		Through discussion			purposes.	
		and read aloud,			Use a range of	
		demonstrate how an			strategies for	
		understanding of			skimming, e.g. gist,	
		sentence structure			main ideas, themes	
		and punctuation help			and scanning, e.g.	
		make meaning.			finding key words or	
		Connecting prior			phrases.	
		knowledge and textual			Connecting prior	
		information to make			knowledge and textual	
		inferences and			information to make	
		predictions.			inferences and	
		Scan to find specific			predictions.	
		details using graphic				
		and textual organisers,				
		e.g. sub-headings,				
		diagrams etc.				
		Use information on-				
		screen and on paper.				
HT2	Reading Breadth –	What children will	What children will be	Reading Breadth –	What children will	What children will be
	Modern Fiction and	learn:	able to do:	Modern Fiction and	learn:	able to do:
	Poetry.	Increase their	Read different genres	Poetry.	Increase their	Read a variety of
	Books:	familiarity with a wide	of books from	Books:	familiarity with a wide	books from different
		range of books,	different time eras.	Boy in the Tower	range of books,	eras.
	•	•	•	•	•	

Wonderland – Alice	including modern	Compare themes,	Asha and the Spirit	including modern	Compare plot, genre
in Poetry	fiction.	genres and plots in	Bird	fiction.	and themes in books.
• Sky Song	Make comparisons	books.	Carol Ann Duffy	Make comparisons	Predict what will
• The Nowhere	within and across	Make predictions	,	within and across	happen with evidence.
Emporium	books e.g. plot, genre	based on what they		books e.g. plot, genre	Ask questions to help
The Storm Keepers	and theme.	know.		and theme.	understanding.
Island	Predict what might	Explain predictions.		Predict what might	Perform poems so an
	happen from details	Discuss different		happen from details	audience can
	stated and implied.	books.		stated and implied.	understand the
	Participate in	Ask questions to help		Ask questions to	meaning.
	discussions about	them understand		improve their	Discuss and debate
	books that are read to	books.		understanding.	books.
	them and those they	Perform poems for an		Prepare poems to read	Read all year 5 and 6
	can read for	audience.		aloud and to perform,	words automatically.
	themselves.	Read many year 5 and		showing	Recognise how
	Ask questions to	6 words fluently.		understanding	punctation helps with
	improve their	Explain how		through intonation,	meaning in different
	understanding.	punctuation creates		tone and volume so	sentence types.
	Prepare poems to read	complex sentences.		that the meaning is	Annotate a text for
	aloud and to perform,	Discuss different		clear to an audience.	different purposes.
	showing	sentences in a book		Participate in	Use what they already
	understanding	and explain how these		discussions about	know to make
	through intonation,	help us understand		books that are read to	predictions and
	tone and volume so	what is happening.		them and those they	inferences, justifying
	that the meaning is	Use what they know to		can read for	these with evidence.
	clear to an audience.	make inferences and		themselves, building	
	Recognise and read	predictions, justifying		on their own and	
	many Year 5&6 Word	these with evidence.		others' ideas and	
	List words with	Annotate texts for a		challenging views.	
	automaticity.	specific purpose.		Recognise all Year 5&6	
	Identify how			Word List words with	
	punctuation relates to			automaticity.	
	sentence structure			Identify how	
	and how meaning is			punctuation relates to	
	constructed in			sentence structure	
	complex sentences.				

			Through discussion			and how meaning is	
			and read aloud,			constructed in	
			demonstrate how an			multi-clause	
			understanding of			sentences.	
			sentence structure			Read closely,	
			and punctuation help			annotating for specific	
			make meaning.			purposes.	
			Connecting prior			Connecting prior	
			knowledge and textual			knowledge and textual	
			information to make			information to make	
			inferences and			inferences and	
			predictions.			predictions.	
			Read closely,			predictions.	
			annotating for specific				
			purposes.				
	HT3	History - Victorians	What children will	What children will be	Science – Evolution	What children will	What children will be
		Books:	learn:	able to do:	and Inheritance	learn:	able to do:
		Eyewitness	Make comparisons	Compare books they	Books:	Make comparisons	Compare books and
		Victorians	within and across	have read.	When Darwin Sailed	within and across	summarise with key
		The Age of Industry	books e.g. plot, genre	Discuss and debate	the Sea	books e.g. plot, genre	details.
		Street Child	and theme.	books.	• Darwin – A Life in	and theme.	Find statements, facts
		A Christmas Carol	Participate in	Summarise main ideas	Poems	Summarise the main	and opinions and
		Newspaper article	discussions about	across paragraphs	When the Whales	ideas drawn from	understand the
			books that are read to	using key details.	Walked	more than one	differences between
			them and those they	Discuss how structure	The Explorer	paragraph and	these.
Spring			can read for	and presentation can	• The Great Sea	identifying key details	Make inferences,
			themselves, building	help clarify meaning.	Dragon Discovery	that support the main	justify these and back
			on their own and	Make inferences		ideas.	them up with evidence
			others' ideas and	justified with		Distinguishing	from the text.
			challenging some	evidence.		between statements	Explain how language,
			views.	Read most year 5 and		of fact and opinion.	structure and
			With support, locate	6 words automatically.		Draw inferences such	presentation help us
			relevant information	Skim and scan for		as inferring characters'	to understand the
			in a text, summarise	different purposes.		feelings, thoughts and	meaning of a text.
			the main ideas drawn	Identify different		motives from their	Discuss books,
			from more than one	features of text.		actions, and justifying	listening to other's

paragraph and identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Recognise and read most Year 5&6 Word List words with automaticity. Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices. Finding the main idea of a text.

Explain whether a text is formal or informal by the language used. Find the main idea of the text. Explain the main idea of a text. Find information in a book and on the internet. Annotate a text for a specific purpose.

inferences with evidence. Identify how language, structure and presentation contribute to meaning. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views. Recognise all Year 5&6 Word List words with automaticity. Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. Use a range of strategies for finding and locating information e.g. skimming scanning for detail. Summarising a text. Secure responses and understanding through re-reading

views and challenging them politely when they disagree. Read all year 5 and 6 words automatically. Explain the punctuation in the sentence and how it creates different sentence types. Skim and scan for detail. Summarise texts. Underline relevant information in the text. Annotate texts for a specific purpose.

		Use information on-			and cross-check	
		screen and on paper.			information.	
		Read closely,			Read closely,	
		annotating for specific			annotating for specific	
		purposes.			purposes.	
HT4	Myths and Legends	What children will	What children will be	Reading Breadth –	What children will	What children will be
	Books:	learn:	able to do:	Literary Heritage, Plays	learn:	able to do:
	Between Worlds	Increase their	Recognise myths and	and Poetry	Increase their	Explain the purposes
	Outlaw	familiarity with a wide	legends and their	Books:	familiarity with a wide	of different books and
	How the Whale	range of books,	features.	The Wolves of	range of books,	why they are
	Became and Other	including myths and	Discuss books,	Willoughby Chase	including fiction from	important. Discuss
	Stories	legends.	listening to other's	• The Call of the Wild	our literary heritage.	similarities and
	The Highwayman	Identify and discuss	views and building on	Black Beauty	Identify and discuss	differences between
	• The Lady of Shalott	themes and	them or challenging	A Poem for Every	themes and	books.
		conventions in and	them in a respectful	Night of the Year	conventions in and	Make inferences and
		across a wide range of	way.		across a wide range of	explain why they think
		writing.	Make inferences and		writing.	this using evidence
		Participate in	explain why they think		Draw inferences such	from the text.
		discussions about	this using evidence		as inferring characters'	Discuss books with
		books that are read to	from the text.		feelings, thoughts and	their peers, listening
		them and those they	Perform plays.		motives from their	and responding
		can read for	Read most year 5 and		actions, and justifying	respectfully.
		themselves, building	6 words fluently.		inferences with	Perform plays.
		on their own and	Explain how		evidence.	Read all year 5 and 6
		others' ideas and	punctuation creates		Provide reasoned	words automatically.
		challenging some	different sentence		justifications for their	Explain how
		views.	types to aid meaning.		views.	punctuation in the
		With occasional	Annotate texts for a		Participate in	sentences makes the
		prompting, draw	purpose.		discussions about	meaning clearer.
		inferences such as	Skim and scan texts for		books that are read to	Re-read to check
		inferring	different purposes.		them and those they	information.
		characters' feelings,			can read for	Annotate texts
		thoughts and motives			themselves, building	effectively for a
		from their actions, and			on their own and	purpose.
		justifying inferences			others' ideas and	
		with evidence.			challenging views.	

Provide reasoned	Prepare plays to read Use skimming and
justifications for their	aloud and to perform, scanning for different
views.	showing purposes.
Prepare plays to read	understanding
aloud and to perform,	through intonation,
showing	tone and volume so
understanding	that the meaning is
through intonation,	clear to an audience.
tone and volume so	Recognise all Year 5&6
that the meaning is	Word List words with
clear to an audience.	automaticity.
Recognise and read	Increase
most Year 5&6 Word	understanding of how
List words with	punctuation can vary
automaticity.	and affect sentence
Identify how	structure and
punctuation relates to	meaning, help avoid
sentence structure	ambiguity.
and how meaning is	Secure responses
constructed in	through re- reading
complex sentences.	and cross-check
Through discussion	information
and read aloud,	Read closely,
demonstrate how an	annotating for specific
understanding of	purposes.
sentence structure	Use a range of
and punctuation help	strategies for
make meaning.	skimming, e.g. gist,
Read closely,	main ideas, themes
annotating for specific	and scanning, e.g.
purposes.	finding key words or
Use a range of	phrases.
strategies for	
skimming, e.g. gist,	
main ideas, themes	
and scanning, e.g.	
and scanning, c.g.	

			finding key words or				
			phrases.				
	HT5	Geography – North	What children will	What children will be	Geography - Coasts	What children will	What children will be
		and South America/	learn:	able to do:	Books:	learn:	able to do:
		The World	Explain and discuss	Present information	 Coastlines 	Identify and discuss	Talk about and
		Books:	their understanding of	about what they have	Overhead in a Tower	themes and	compare a wide range
		North America	what they have read,	read.	Block	conventions in and	of books.
		Eyewitness Amazon	including through	Take part in debates.	The Island at the End	across a wide range of	Explain the impact of
		My Side of the	formal presentations	Talk about themes	of Everything	writing.	the language the
		Mountain	and debates,	across different texts.	 Orphans of the Tide 	Discuss and evaluate	author uses.
		My Name is River	maintaining a focus on	Explain how the		how authors use	Explain their views.
			the topic and using	features of a text help		language, including	Identify how the
			notes where	make the meaning		figurative language	features and
			necessary.	clearer.		considering the impact	presentation of a text
			Identify and discuss	Identify figurative		on the reader.	can make the meanin
			themes and	language in a text and		Provide reasoned	clearer.
			conventions in and	discuss why it has		justification for their	Create presentations
			across a wide range of	been used.		views.	about what they have
C			writing.	Identify language in a		Identify how language,	read.
Summer			Identify how language,	text that creates		structure and	Take part in debates
			structure and	different moods.		presentation	respectfully.
			presentation	Explain their views.		contribute to meaning.	Read all year 5 and 6
			contribute to meaning.	Read all year 5 and 6		Explain and discuss	words automatically.
			Identify, discuss and	words.		their understanding of	Annotate a text for a
			evaluate the	Label and use the		what they have read,	specific purpose.
			difference between	different features of		including through	Find specific
			literal and figurative	texts.		formal presentations	information in a text
			language, commenting	Find information in		and debates,	by skimming and
			on the effectiveness of	books and on the		maintaining a focus on	scanning.
			the author's language	internet.		the topic and using	
			to create mood and	Annotate texts for a		notes where	
			build tension and the	specific purpose.		necessary.	
			impact on the reader.	Skim and scan to find		Recognise all Year 5&6	
			Provide reasoned	information.		Word List words with	
			justifications for their			automaticity.	
			views.			,	

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		Recognise and read all			Read closely,	
		Year 5&6 Word List			annotating for specific	
		words with			purposes.	
		automaticity.			Confidently use a	
		Identify features of			range of strategies for	
		texts, e.g. introduction			finding and locating	
		to topic, sequence,			information e.g.	
		illustrations, degree of			skimming scanning for	
		formality.			detail.	
		Use information on-			Use a range of	
		screen and on paper.			strategies for	
		Read closely,			skimming, e.g. gist,	
		annotating for specific			main ideas, themes	
		purposes.			and scanning, e.g.	
		Use a range of			finding key words or	
		strategies for			phrases.	
		skimming, e.g. gist,				
		main ideas, themes				
		and scanning, e.g.				
		finding key words or				
		phrases.				
HT6	Other Cultures and	What children will	What children will be	Reading Breadth –	What children will	What children will be
	Traditions and Poetry	learn:	able to do:	Traditional Tales and	learn:	able to do:
	Books:	Increase their	Read books from other	Poetry	Increase their	Explain the features
	 Journey to Jo'Burg 	familiarity with a wide	cultures and	Books:	familiarity with a wide	and conventions of
	• Kick	range of books,	traditions.	Grimms Fairy Tales	range of books,	traditional tales.
	 Oranges in No Man's 	including books from	Discuss what they	Blackberry Blue	including traditional	Explain why authors
	Land	other cultures and	have read during	The House with	tales.	have chosen the
	 Wicked World 	traditions.	presentations and	Chicken Legs	Identify and discuss	language they have
		Explain and discuss	debates.	A range of song lyrics	themes and	used.
		their understanding of	Make notes about		conventions in and	Create presentations
		what they have read,	what they have read.		across a wide range of	about what they have
		including through	Compare themes		writing.	read to present in
		formal presentations	across books.		Discuss and evaluate	different ways.
		and debates,	Discuss how literal and		how authors use	Participate respectfully
		maintaining a focus on	figurative language		language, including	in debates.
J			•	•		

the topic and using notes where necessary. Identify and discuss themes and conventions in and across a wide range of writing. Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader. Provide reasoned justifications for their views. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recognise and read all Year 5&6 Word List words with automaticity. Read closely, annotating for specific purposes.

contribute to creating the mood of a text. Explain the reasons for their views. Perform poems with expression. Read all year 5 and 6 words fluently. Annotate texts. Identify how punctuation in sentences makes the meaning clearer. Skim and scan to find specific information.

figurative language considering the impact on the reader. Provide reasoned justification for their views. Explain and discuss their understanding of what they have read, including through formal presentations and debates. maintaining a focus on the topic and using notes where necessary. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recognise all Year 5&6 Word List words with automaticity. Read closely, annotating for specific purposes. Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.

Make notes about texts.
Perform poems to an audience with expression.
Read all year 5 and 6 words automatically.
Annotate a text for a specific purpose.
Explain how punctuation in sentences makes the meaning clearer.
Skim and scan to find specific information.

Ider	ntify how	Through discussion
pun	nctuation relates to	and read aloud,
sent	itence structure	demonstrate how an
and	d how meaning is	understanding of
cons	nstructed in	sentence structure
com	nplex sentences.	and punctuation help
Thro	ough discussion	make meaning.
and	d read aloud,	Use a range of
dem	monstrate how an	strategies for
und	derstanding of	skimming, e.g. gist,
sent	itence structure	main ideas, themes
and	d punctuation help	and scanning, e.g.
mak	ke meaning.	finding key
Use	e a range of	words or phrases.
stra	ategies for	
skim	mming, e.g. gist,	
mai	in ideas, themes	
and	d scanning, e.g.	
find	ding key words or	
phra	rases.	
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