



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 | |
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| Autumn | HT1 | History – Living Memory Toys Books: <ul style="list-style-type: none"> • Lost in the Toy Museum • The Teddy Robber • Now We Are Six • In the Past: Toys • Ways Into History: Toys and Games | What children will learn: Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | What children will be able to do: Read some common exception words. Read words at their ability ending in -s or -es. Retell a familiar story. Read a text at their phonics level, showing | Geography – Rivers and Seas Books: <ul style="list-style-type: none"> •The Sea Book •Sharks •One World •The Real Boat •A First Book of the Sea | What children will learn: Apply and embedded phonic knowledge and skills as the route to decode. Read some common exception words. | What children will be able to do: Decode words using their phonics knowledge. Recognise and read some common exception words. Read most words with the suffix -ly. |

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| | | | <p>Read -s and -es endings.</p> <p>Become familiar with stories, retelling them, and considering their particular characteristics.</p> <p>Check that a text at their phonics level makes sense to them as they read and correcting inaccurate reading.</p> <p>Show an awareness of full stops when reading.</p> <p>Identify simple text features such as titles and pictures to indicate what the text is about.</p> <p>To read words containing taught sounds.</p> <p>Apply phonics skills to decode words with taught sounds in.</p> <p>Blend sounds to read words containing taught graphemes.</p> <p>Listen and discuss stories and poems beyond their reading ability.</p> | <p>understanding by self-correcting.</p> <p>Pause at full stops.</p> <p>Identify the title of a text.</p> <p>Use pictures to work out what the text is about.</p> <p>Read words containing sounds they have been taught.</p> <p>Use phonics to decode and blend words.</p> <p>Discuss poems and stories that have been read to them.</p> <p>Join in with predictable phrases in stories.</p> | | <p>Read most words containing common suffixes – ly.</p> <p>Check the text makes sense to them and correct inaccurate reading.</p> <p>Answer and ask questions.</p> <p>Make some predictions of what might happen on the basis of what has been read so far.</p> <p>Understand many non-fiction books that are structured in different ways.</p> <p>Read sentences with increasing accuracy and fluency.</p> <p>Self-correct words.</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</p> | <p>Recognise whether what they have read makes sense and reread to correct if it doesn't.</p> <p>Answer and ask questions about a text.</p> <p>Predict what is going to happen next.</p> <p>Understand structures of non-fiction books.</p> <p>Read with increasing accuracy and fluency.</p> <p>Read aloud using intonation to show different punctuation.</p> |
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| | | | Recognise and join in with predictable phrases. Participate in discussions about what has been read to them. | | | | |
| HT2 | <p>Fairy Tales and Rhymes</p> <p>Books:</p> <ul style="list-style-type: none"> • Mr Wolf's Pancakes • Goldilocks and the Three Bears • Goldilocks and Just the One Bear • The Owl and the Pussycat | <p>What children will learn:</p> <p>Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reinforce –s, –es endings and teach – er endings.</p> <p>Become familiar with several key fairy stories, retelling them, and considering their particular characteristics.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss word meanings and link new meanings to those already known.</p> | <p>What children will be able to do:</p> <p>Increase the amount of common exception words they can read.</p> <p>Confidently read words with -s and -es endings and read words with -er endings.</p> <p>Retell some fairy tales and recognise some features of them.</p> <p>Understand pre-taught vocabulary.</p> <p>See how different words have similar meanings.</p> <p>Predict what will happen next in a story.</p> <p>Explain that you pause at full stops when reading.</p> <p>Explain what the text is about based on the title and cover.</p> <p>Understand the differences between stories and poetry.</p> | <p>Fairy Stories and Poetry - Classics</p> <p>Books:</p> <ul style="list-style-type: none"> •Once a Wild Wood •The Glassmaker's Daughter •The Secret of the Tattered Shoes •The Owl and the Pussycat | <p>What children will learn:</p> <p>Decoding automatically and build fluency.</p> <p>Read some common exception words.</p> <p>Read most words containing common suffixes -er -est.</p> <p>Demonstrate familiarity with and retell a wide range of fairy stories.</p> <p>Discuss an increasing amount of word meanings in context, linking meanings to those already known.</p> <p>Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth).</p> | <p>What children will be able to do:</p> <p>Decode words in their heads.</p> <p>Increase the amount of common exception words they can read.</p> <p>Read words ending with -er or -est suffixes.</p> <p>Retell fairy stories.</p> <p>Understand words in context and begin to discuss alternate meanings.</p> <p>Know synonyms of some words.</p> <p>Make predictions about the text based on what they know so far.</p> <p>Read books at their level with increasingly fluency.</p> <p>Self-correct when reading.</p> <p>Read aloud with intonation appropriate to the punctuation.</p> | |

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| | | | <p>Predict what might happen on the basis of what has been read so far.</p> <p>Show an awareness of full stops when reading.</p> <p>Identify simple text features such as titles and pictures to indicate what the text is about.</p> <p>Show an awareness of the difference between stories, information and poetry.</p> <p>Develop reading accuracy decodable text.</p> <p>Self-correction including re-reading words.</p> <p>Re read sentences for fluency.</p> <p>Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Recite by heart many poems.</p> <p>Participate in discussion and explain clearly about what is</p> | <p>Fluently read decodable books at their phonics level.</p> <p>Reread words and sentences for fluency.</p> <p>Listen to and discuss texts which are read to them, taking turns to speak.</p> <p>Recite poems.</p> <p>Take part in discussions about texts.</p> <p>Listen to other's views.</p> <p>Read decodable words of more than one syllable at their phonics level.</p> <p>Reread books fluently.</p> | | <p>Make some predictions of what might happen on the basis of what has been read so far.</p> <p>Read sentences with increasing accuracy and fluency.</p> <p>Self-correction words.</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and intonation.</p> <p>Connect prior knowledge with context.</p> <p>Continue to build up a repertoire of poems learnt by heart.</p> <p>Listen to and discuss a range of classic poetry.</p> | <p>Use what they already to know to help them understand what they are reading.</p> <p>Listen to and discuss poems.</p> <p>Learn some poems by heart.</p> |
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| | | | <p>read to them, taking turns, and listening to what others say.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Re-read books to build up fluency and confidence.</p> | | | | |
| Spring | HT3 | <p>Geography – Locality</p> <p>Books:</p> <ul style="list-style-type: none"> •Six Dinner Sid •The Shopping Basket •Out and About – A First Book of Poems •Our Local Area •Farms and Villages | <p>What children will learn:</p> <p>Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reinforce –s, –es, –er endings and teach –ing endings.</p> <p>Become familiar with stories, retelling them and considering their particular characteristics.</p> <p>Discuss significant events in stories.</p> <p>Predict what might happen on the basis of what has been read so far.</p> | <p>What children will be able to do:</p> <p>Read most common exception words. Confidently read words with -s, -es and -er.</p> <p>Begin to read words with ending with -ing. Retell known stories and recognise their characteristics.</p> <p>Discuss key events in stories they have read and have been read to them.</p> <p>Make predictions about stories.</p> <p>Read fluently pausing at full stops.</p> <p>Link what they have read to things they already know.</p> <p>Talk about the illustrations in a book</p> | <p>Living things, habitats and plants</p> <p>Books:</p> <ul style="list-style-type: none"> • The Flower • Grandpa’s Garden • It Starts with a Seed • How to Help a Hedgehog and Protect a Polar Bear | <p>What children will learn:</p> <p>Re-read books to build fluency and confidence.</p> <p>Read most words containing common suffixes – ful.</p> <p>Explain what has happened so far in what they have listened to or read.</p> <p>Discuss the sequence of events in books and how many items of information are related.</p> <p>Understand many non-fiction books that are structured in different ways.</p> <p>Recognise and read most common exception words.</p> | <p>What children will be able to do:</p> <p>Read familiar books at their reading level fluently.</p> <p>Read most words ending in the suffix -ly. Explain what has happened in texts they have listened to or read.</p> <p>Sequence events in books.</p> <p>Understand the structure of different non-fiction books.</p> <p>Read most common exception words.</p> <p>Read texts that are at their level accurately and fluently.</p> <p>Self-correct when reading.</p> <p>Read ahead.</p> <p>Use contents and glossaries.</p> |

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| | | | <p>Read with attention full stops when reading.</p> <p>Discuss prior knowledge of context.</p> <p>Deepen understanding of story through Book Talk of illustrations.</p> <p>Show an awareness of the difference between stories, information and poetry.</p> <p>Understand how captions can give information.</p> <p>Make simple predictions.</p> <p>Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding).</p> <p>Identify and locate pre-taught vocabulary.</p> <p>Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Link what they read or hear read to their own experiences.</p> | <p>to help them understand it more.</p> <p>Recognise some differences between stories, poems and information texts.</p> <p>Recognise that captions give them information.</p> <p>Make predictions about texts.</p> <p>Talk about books and their features.</p> <p>Find pre-taught vocabulary in a text.</p> <p>Listen to different texts and discuss them, linking them to their own experiences.</p> <p>Read words with contractions, understanding the apostrophe represents the omitted letters.</p> | | <p>Read a range of texts with increasing accuracy and fluency.</p> <p>Self-correction, including re-reading and reading ahead.</p> <p>Look for specific information in texts using contents and glossaries.</p> <p>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</p> <p>Re-reading sentences for clarity.</p> <p>Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read.</p> | <p>Use different features of texts to find and understand information.</p> <p>Re-read sentences to ensure understanding.</p> <p>Make inferences from what they know and based on similar books.</p> |
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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 | <p>Traditional Tales and Poems</p> <p>Books:</p> <ul style="list-style-type: none"> •The Leopard's Drum •Deep in the Woods •Poems to Perform •No Dinner | <p>What children will learn:</p> <p>Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reinforce –s, –es, –er, –ing endings and teach –ed endings.</p> <p>Become familiar with several key traditional tales, retelling them, and considering their particular characteristics.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Read aloud with attention to capital letters to start sentences, full stops and question marks.</p> <p>Discuss prior knowledge of context.</p> | <p>What children will be able to do:</p> <p>Read most common exception words and notice differences between spelling and sounds.</p> <p>Become confident in reading words with -s, -es, -er and -ing endings, begin to read words with -ed endings.</p> <p>Retell traditional tales and identify their characteristics.</p> <p>Make inferences about a character because of what they have said or done.</p> <p>Read aloud knowing where capital letter, full stops and question marks are and showing that in the way they read.</p> <p>Discuss what they already know about the text.</p> | <p>Traditional Tales and Poetry</p> <p>Books:</p> <ul style="list-style-type: none"> •The Wolf's Story •Revolting Rhymes •The Three Little Wolves and the Big Bad Pig •The True Story of the 3 Little Pigs | <p>What children will learn:</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>Read accurately most words of two or more syllables.</p> <p>Read most common exception words.</p> <p>Read most words accurately without overt sounding and blending.</p> <p>Demonstrate familiarity with and retell a wide range of traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry and draw upon these for their writing.</p> <p>Make some inferences on the basis of what is being said and done across the book and drawing on other</p> | <p>What children will be able to do:</p> <p>Use phonics to sound out unfamiliar words quickly.</p> <p>Read multi-syllabic words accurately.</p> <p>Read most common exception words.</p> <p>Read most words fluently without sounding them out.</p> <p>Retell traditional tales.</p> <p>Recognise story-telling language and use it in their writing.</p> <p>Make some inferences from what has happened in the book and what they know from other books.</p> <p>Read an increasing range of texts.</p> <p>Self-correct and read ahead in texts.</p> <p>Use what they know from phonics, root words and word</p> | |

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| | | | <p>Deepen understanding of story through Book Talk of illustrations. Make simple predictions. Continue to use their phonics knowledge to decode and blend words containing sounds they have been taught. Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently. Recognise and join in with predictable phrases with increased confidence. Recite by heart many poems. Read all capital letters and the days of the week.</p> | <p>Talk about the illustrations to help understanding of the book. Make predictions about the text. Decode and blend based on their phonics ability. Listen to and discuss texts that have been read to them. Recite familiar poems. Read capital letters and days of the week.</p> | | <p>books they have read (building on from YR1 Greater Depth). Read a range of texts with increasing accuracy and fluency. Self-correction, including re-reading and reading ahead. Re-reading sentences for clarity. Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. Discuss their favourite words and phrases using some of them in their writing.</p> | <p>families to understand unfamiliar words. Talk about words and phrases they like and use them in their writing.</p> |
| Summer | HT5 | <p>Science – Animals including humans</p> <p>Books:</p> <ul style="list-style-type: none"> •The Lion Inside •Where My Wellies Take Me •Something Smells! •Let’s Explore the Five Senses | <p>What children will learn:</p> <p>Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>What children will be able to do:</p> <p>Read all common exception words and notice the difference between spelling and sound. Confidently read words with -s, -es, -er, -ing and -ed endings</p> | <p>Beyond Living Memory – The Great Fire of London.</p> <p>Books:</p> <ul style="list-style-type: none"> •The Great Fire of London – A City in Flames •The Bakers Boys and the Great Fire of London | <p>What children will learn:</p> <p>Read most words containing common suffixes – ness. Read all common exception words with automaticity. Read sufficiently fluently to allow a</p> | <p>What children will be able to do:</p> <p>Read words with the suffix -ness. Recognise and read all common exception words. Read fluently enough to understand the text.</p> |

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| | | <ul style="list-style-type: none"> •Little Kids First Big Book of Animals •Let's Explore the Sense of Touch | <p>Reinforce –s, –es, – er, – ing, -ed endings and teach –est endings. Become familiar with stories, retelling them and considering their particular characteristics. Make inferences on the basis of what is being said and done. Read aloud with attention to capital letters to start sentences, full stops and question marks. Discuss prior knowledge of context. Deepen understanding of story through Book Talk of illustrations. Understand how captions can give information. Make simple predictions. Apply reading strategies such as decoding and blending to fluently read with more independence. Link what they read and hear with their own experiences.</p> | <p>confidently and begin to read words with - est endings. Retell familiar stories and talk about their characteristics. Make inferences about the text. Read aloud with awareness of capital letters, full stops and question marks. Discuss how pictures can help them understand a text. Link what they are reading or listening to relates to their own experiences. Make predictions about the text. Confidently apply phonics strategies independently.</p> | <ul style="list-style-type: none"> •The Great Fire of London •Why do we Remember the Great Fire of London •Poems - Before the Great Fire of London Fire! Fire! Fire! After the Great Fire of London | <p>focus on understanding. Read accurately most words of two or more syllables. Discuss their favourite words and phrases using some of them in their writing. Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth). Understand many non-fiction books that are structured in different ways. Read a range of texts with increasing accuracy and fluency. Self-correction, including re- reading and reading ahead. Talk about book preferences. Identify how texts are organised, e.g. lists, numbered points, tables and bullet points.</p> | <p>Read most multi-syllabic words accurately. Talk about words and phrases they like and use them in their writing. Make inferences using facts they know. Identify the features of non-fiction texts. Self-correct as they read. Explain why they prefer certain books. Talk about the way different texts are organised.</p> |
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| | HT6 | <p>Stories and Poems</p> <p>Books:</p> <ul style="list-style-type: none"> • Peace at Last • Mrs Armitage on Wheels • Can't Sleep Little Bear • Poems Out Loud | <p>What children will learn:</p> <p>Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reinforce –s, –es, – er, – ing, -ed, and – est endings.</p> <p>Become familiar with several key stories and poems, retelling them and considering their particular characteristics.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Read aloud with attention to capital letters to start sentences, full stops and question marks.</p> <p>Discuss prior knowledge of context.</p> <p>Deepen understanding of story through Book Talk of illustrations.</p> <p>Make simple predictions.</p> <p>Apply reading strategies with</p> | <p>What children will be able to do:</p> <p>Read all common exception words.</p> <p>Read words with -s, -es, -er, -ing, -ed and -est.</p> <p>Retell familiar stories.</p> <p>Make inferences about the text.</p> <p>Show awareness of capital letters, question marks and full stops when reading aloud by pauses and tone of voice.</p> <p>Discuss what you already know about the topic of a book.</p> <p>Discuss stories and their illustrations to help understand texts better.</p> <p>Make predictions about a text.</p> <p>Use different reading strategies to read fluently.</p> <p>Recite known poems.</p> <p>Participate in discussions about a text, taking turns and listening to others point of views.</p> | <p>Stories, Plays and Poetry – Contemporary.</p> <p>Books:</p> <ul style="list-style-type: none"> •The Owl Who Was Afraid of the Dark •The Tunnel •George's Marvellous Medicine •The Works | <p>What children will learn:</p> <p>Read most words containing all common suffixes.</p> <p>Read all common exception words with automaticity.</p> <p>Read sufficiently fluently to allow a focus on understanding.</p> <p>Demonstrate familiarity with and retell a wide range of stories and plays.</p> <p>Discuss their favourite words and phrases using some of them in their writing.</p> <p>Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher.</p> <p>Recognise and read all common exception words with automaticity.</p> | <p>What children will be able to do:</p> <p>Read most words with common suffixes fluently.</p> <p>Read all common exception words fluently.</p> <p>Read fluently at their reading level.</p> <p>Retell stories, poems and plays they know.</p> <p>Talk about their favourite words and phrases, using them in their writing.</p> <p>Understand books they have read and had read to them, understanding new vocabulary.</p> <p>Read all common exception words fluently.</p> <p>Correct themselves when reading.</p> <p>Read a range of texts fluently and discuss which they prefer and why.</p> |
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| | | | <p>increasing independence.</p> <p>Recite by heart many poems.</p> <p>Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes.</p> | <p>Quickly read all sounds.</p> | | <p>Read a range of texts with increasing accuracy and fluency.</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Talk about book preferences.</p> | |
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| | | Topic | Year 3 | | Topic | Year 4 | |
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| Autumn | HT1 | <p>Science – Forces, Magnets and Rocks</p> <p>Books:</p> <ul style="list-style-type: none"> • The Robot and the Bluebird • The Tin Forest • Forces in Action – Balance, Motion and Levers • The Wild Robot • Rocks and Minerals – Things to Find, Collect and Treasure | <p>What children will learn:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Check that the text makes sense to them, discuss their understanding and</p> | <p>What children will be able to do:</p> <p>Read different types of books.</p> <p>Read for different purposes.</p> <p>Explain why vocabulary choice is important.</p> <p>Explain how the structure and presentation contribute to the meaning.</p> | <p>Science – Living things, habitats and animals</p> <p>Books:</p> <ul style="list-style-type: none"> • The World of Wales • Habitats • Wild World • When the Mountains Roared • Why the Whales Came • Wild in the Streets | <p>What children will learn:</p> <p>Read a wide range of books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Check that the text makes sense to them, discuss most of their understanding and explain the meaning of</p> | <p>What children will be able to do:</p> <p>Read different books for different purposes.</p> <p>Explain that language, structure and presentation of a text can contribute to meaning.</p> <p>Discuss the meaning of a text, explaining the meaning of many words and asking questions.</p> |

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| | | | <p>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.</p> | <p>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.</p> | | <p>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 non-fiction. 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,</p> | <p>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 self-correct their reading. Skim read to understand topic or purpose. Identify differences in texts, including their purpose.</p> |
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| | | | <p>Locate and discuss words and pre taught vocabulary to find out what the text is about. Use a range of 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.</p> | <p>Know how to use a dictionary to find the definition of words. Discuss non-fiction books.</p> | | <p>explain, persuade, recount.</p> | |
| HT2 | <p>Reading Breadth – Stories and Poetry Books:</p> <ul style="list-style-type: none"> • Hot Like Fire and Other Poems • Varjak Paw • Charlotte's Web | <p>What children will learn: Increase their familiarity with a wide range of stories. Use dictionaries to check the meaning of</p> | <p>What children will be able to do: Use a dictionary to check definitions of words. Make predictions about a text.</p> | <p>Reading Breadth – Stories and Poetry – Different Forms Books:</p> <ul style="list-style-type: none"> • The Miraculous Journey of Edward Tulane | <p>What children will learn: Increase their familiarity with a wide range of stories and retelling some of these orally with an</p> | <p>What children will be able to do: Retell a range of stories with story-book language. Make predictions with justifications.</p> | |

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| | | <ul style="list-style-type: none"> • Leon and the Place Between | <p>many unknown words that they have read. Predict what might happen from details stated and some which are implied. Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Ask some questions to improve their understanding of a text.</p> <p>Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action.</p> <p>Recognise and read many Year 3 and 4 Word List words.</p> <p>Read aloud using punctuation to aid expression including speech.</p> <p>Self-correction, including re- reading and reading ahead.</p> | <p>Recognise some different types of poetry.</p> <p>Ask questions to help them understand.</p> <p>Use intonation, tone, volume and action when performing poetry.</p> <p>Read with expression.</p> <p>Read many of the year 3 and 4 words.</p> <p>Re-read or read ahead to self-correct.</p> | <ul style="list-style-type: none"> • Night of the Gargoyles • The Girl Who Stole an Elephant • Where Zebras Go | <p>appropriate use of story-book language. Predict what might happen from details stated and implied. Ask some questions to improve their understanding of the text.</p> <p>Recognise a range of poetic forms [for example, free verse, narrative poetry].</p> <p>Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</p> <p>Recognise and read Year 3&4 Word List.</p> <p>Read aloud using punctuation to aid expression including speech.</p> <p>Self-correction, including re- reading and reading ahead.</p> | <p>Ask questions for understanding.</p> <p>Recognise different types of poems and perform some of these with appropriate intonation, tone and action.</p> <p>Read all year 3 and 4 list words.</p> <p>Read aloud with expression.</p> <p>Use different strategies to self-correct.</p> |
| Spring | HT3 | <p>Geography – Rivers and Mountains</p> <p>Books:</p> | <p>What children will learn:</p> <p>Read a range of books that are structured in</p> | <p>What children will be able to do:</p> <p>Read for pleasure and read for information.</p> | <p>History – The Vikings</p> <p>Books:</p> <ul style="list-style-type: none"> • Explore! Vikings • 100 Facts - Vikings | <p>What children will learn:</p> <p>Read a wide range of books that are</p> | <p>What children will be able to do:</p> <p>Read for different purposes including for</p> |

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| | <ul style="list-style-type: none"> • Rivers and Mountains • World Feature Focus <ul style="list-style-type: none"> – Rivers • King of the Cloud Forests • Where the Mountain Meets the Moon | <p>different ways and read for a range of purposes.</p> <p>Identify how language and structure contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence.</p> <p>Retrieve and record some information from non-fiction.</p> <p>Recognise and read most Year 3&4 Word List words</p> <p>Skim to gain an overview of a text, e.g. topic, purpose.</p> <p>Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.</p> <p>Look for specific information in texts using contents,</p> | <p>Explain how language and structure help with meaning.</p> <p>Summarise paragraphs.</p> <p>Infer characters' feelings thoughts and motives and justify them with evidence.</p> <p>Retrieve information from non-fiction texts.</p> <p>Read most of the year 3 and 4 words.</p> <p>Skim texts to find out the topic.</p> <p>Explain how texts are organised.</p> <p>Use contents, indexes, glossaries and dictionaries to find information.</p> <p>Use different features of non-fiction texts to locate specific information.</p> <p>Re-read sentences to ensure they understand them.</p> | <ul style="list-style-type: none"> • The Saga of Eric the Viking • Viking Boy | <p>structured in different ways and read for a range of purposes.</p> <p>Identify main ideas drawn from more than two paragraphs and summarise these.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Confidently retrieve and record information from non-fiction.</p> <p>Recognise and read Year 3&4 Word List.</p> <p>Skim to gain the gist of a text or the main idea in a chapter.</p> <p>Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points.</p> | <p>enjoyment and for information.</p> <p>Summarise ideas from multiple paragraphs.</p> <p>Make inferences and justify these with evidence.</p> <p>Explain how language, structure and presentation help to contribute meaning.</p> <p>Retrieve and record information in different ways.</p> <p>Read all year 3 and 4 words fluently.</p> <p>Skim read for the gist of a text.</p> <p>Scan texts.</p> <p>Use different features to locate information quicker.</p> <p>Identify the similarities and differences in how texts are organised.</p> <p>Re-read texts to better understand them.</p> |
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| | | | <p>indexes, glossaries, dictionaries.</p> <p>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</p> <p>Re-reading sentences for clarity.</p> | | | <p>Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.</p> <p>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries.</p> <p>Re-reading sentences for clarity.</p> | |
| HT4 | <p>Reading Breadth – Fairy Stories and Poetry</p> <p>Books:</p> <ul style="list-style-type: none"> • The Princess and the Pea • The Snow Queen • Fire Burn, Cauldron Bubble • The Princess Blankets | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books, including fairy stories.</p> <p>Identify simple themes and conventions in an increasing range of books.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence.</p> | <p>What children will be able to do:</p> <p>Identify themes in fairy stories.</p> <p>Make inferences and justify them with evidence.</p> <p>Recognise different forms of poetry.</p> <p>Perform poem using intonation, tone and actions.</p> <p>Recognise and read most year 3 and 4 words.</p> <p>Read aloud with intonation.</p> | <p>Reading Breadth – Myths and legends and poetry in different forms.</p> <p>Books:</p> <p>Beowulf</p> <p>Stories From Around the World</p> <p>Tales From Africa</p> <p>The Poetry Chest</p> | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story- book language.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence.</p> | <p>What children will be able to do:</p> <p>Read different myths and legends and retell them.</p> <p>Make inferences and explain these with evidence.</p> <p>Identify similar themes across books.</p> <p>Perform poems using intonation, tone, action and volume.</p> <p>Recognise different poetic forms.</p> <p>Read year 3 and 4 words automatically.</p> | |

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| | | | <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action.</p> <p>Recognise and read most Year 3&4 Word List words</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</p> <p>Re-reading sentences for clarity</p> | <p>Reread sentences to make sure they make sense.</p> | | <p>Identify themes and conventions in an increasing range of books.</p> <p>Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</p> <p>Recognise a range of poetic forms [for example, free verse, narrative poetry].</p> <p>Recognise and read Year 3&4 Word List.</p> <p>Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation.</p> <p>Re-reading sentences for clarity.</p> | <p>Read aloud showing where punctuation is by using expression and intonation.</p> |
| <p>Summer</p> | <p>HT5</p> | <p>History – Egyptians</p> <p>Books:</p> <ul style="list-style-type: none"> • The Genius of the Ancient Egyptians • Life in Ancient Egypt • Cinderella of the Nile • Secrets of a Sun King | <p>What children will learn:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes.</p> <p>Identify simple themes and conventions in an</p> | <p>What children will be able to do:</p> <p>Read different types of books for different purposes.</p> <p>Identify themes across different books.</p> | <p>Geography – Europe</p> <p>Books:</p> <ul style="list-style-type: none"> • The Travel Book • Survivors • The Dragon of Krakow <p>• www.Europe Facts Kids World Travel Guide Geography Landmarks (kids-world-travel-guide.com)</p> | <p>What children will learn:</p> <p>Read a wide range of books that are structured in different ways and read for a range of purposes.</p> <p>Discuss many words and phrases that</p> | <p>What children will be able to do:</p> <p>Read different types of books for different reasons.</p> <p>Explain why certain words and phrases capture the reader’s</p> |

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| | | | <p>increasing range of books.</p> <p>Discuss some words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language and structure contribute to meaning.</p> <p>Retrieve and record some information from non-fiction.</p> <p>Recognise and read all Year 3&4 Word List words with automaticity.</p> <p>Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.</p> <p>Skim to gain an overview of a text, e.g. topic, purpose.</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries.</p> | <p>Discuss why words or phrases interest the reader.</p> <p>Explain how language and structure aid meaning.</p> <p>Retrieve information.</p> <p>Read all year 3 and 4 words.</p> <p>Understand how different features of information texts enhance meaning.</p> <p>Skim read to understand the topic and purpose of a text.</p> <p>Use contents, glossaries and indexes to find specific information.</p> | | <p>capture the reader's interest and imagination.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify themes and conventions in an increasing range of books.</p> <p>Confidently retrieve and record information from non-fiction.</p> <p>Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries.</p> <p>Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount.</p> <p>Skim to gain the gist of a text or the main idea in a chapter.</p> | <p>interest and imagination.</p> <p>Explain how language and how the text is set out can contribute to the meaning.</p> <p>Identify themes across a range of books.</p> <p>Retrieve and record information in different ways.</p> <p>Understand information presented in different ways.</p> <p>Use features of texts to find specific information.</p> <p>Identify the purpose of a text.</p> <p>Skim texts for the main idea.</p> |
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| | HT6 | <p>Stories, plays and poetry in different forms.</p> <p>Books:</p> <ul style="list-style-type: none"> • Pippi Longstocking • Harry the Poisonous Caterpillar • Stig of the Dump • Welcome to my Crazy Life | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books.</p> <p>Identify simple themes and conventions in an increasing range of books.</p> <p>Discuss some words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action.</p> <p>Recognise and read all Year 3&4 Word List words with automaticity.</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and</p> | <p>What children will be able to do:</p> <p>Compare new books with ones they have read before, noticing similarities and differences.</p> <p>Explain why some words and phrases are chosen.</p> <p>Recognise different types of poems.</p> <p>Understand the features of a playscript and read it aloud with appropriate intonation, tone and volume.</p> <p>Read all words from the 3 and 4 list fluently.</p> <p>Show understanding of punctuation as they read aloud.</p> | <p>Reading Breadth – Stories, Plays and Poetry – Different forms</p> <p>Books:</p> <ul style="list-style-type: none"> • The Firework Maker's Daughter • Wind in the Willows • The Legend of Podkin One Ear • Werewolf Club Rules | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language.</p> <p>Discuss many words and phrases that capture the reader's interest and imagination.</p> <p>Identify themes and conventions in an increasing range of books.</p> <p>Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</p> <p>Recognise a range of poetic forms [for example, free verse, narrative poetry].</p> <p>Recognise and read Year 3&4 Word List.</p> <p>Read aloud with attention to and increasing range of</p> | <p>What children will be able to do:</p> <p>Retell a wide range of stories with story-book language.</p> <p>Discuss words and phrases that interest them.</p> <p>Identify themes and conventions across different books.</p> <p>Read playscripts aloud with intonation, action, tone and volume.</p> <p>Recognise different types of poems.</p> <p>Read aloud, paying attention to an increasing range of punctuation.</p> |
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| | | | speech marks and intonation. | | | punctuation, including full stops, question, exclamation and speech marks and intonation. | |
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| | | Topic | Year 5 | | Topic | Year 6 | |
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| Autumn | HT1 | Science - Space Books: | What children will learn: | What children will be able to do: | History - War Books: | What children will learn: | What children will be able to do: |
| | | <ul style="list-style-type: none"> • The Infinite Lives of Maisie Day • Eyewitness Planets • A Poem for Every Night of the Year • War of the Worlds • Newspaper article from the Guardian | <p>Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books e.g. plot, genre and theme.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Predict what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. Retrieve, record and present some information from fiction and non-fiction.</p> | <p>Read for different purposes. Identify similarities and differences between books. Explain the plot and genre of a book and talk about the themes. Discuss books and words in context. Make justified predictions. Retrieve, record and present information from texts. Tell the difference between statements, facts and opinions. Read most words on the year 5 and 6 word list. Explain how punctuation helps show meaning in complex sentences.</p> | <ul style="list-style-type: none"> • The Boy in the Striped Pyjamas • Poems from the Second World War • Fireweed • Eyewitness World War Two • Anne Frank | <p>Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books e.g. plot, genre and theme. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Predict what might happen from details stated and implied. Retrieve, record and present information from non-fiction. Identify how language, structure and presentation contribute to meaning.</p> | <p>Read books structured in different ways for information and pleasure. Identify similarities between books. Discuss books and words in context. Make predictions and justify these. Retrieve information from a text and present it in different ways. Explain how the structure and presentation of the text can help them understand it. Read all year 5 and 6 words automatically. Explain how punctuation shows the meaning in different sentence types.</p> |

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| | | | <p>Distinguishing between statements of fact and opinion.</p> <p>Recognise many Year 5&6 Word List words with automaticity.</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</p> <p>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</p> <p>Connecting prior knowledge and textual information to make inferences and predictions.</p> <p>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</p> <p>Use information on-screen and on paper.</p> | <p>Discuss how structure and punctuation help meaning.</p> <p>Using prior knowledge to make inferences and predictions.</p> <p>Scan to find specific information.</p> <p>Find information on the internet.</p> | | <p>Recognise all Year 5&6 Word List words with automaticity.</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences.</p> <p>Read closely, annotating for specific purposes.</p> <p>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> <p>Connecting prior knowledge and textual information to make inferences and predictions.</p> | <p>Annotate texts for a purpose.</p> <p>Skim texts for different purposes.</p> <p>Use things they have already learnt to help make inferences and predictions.</p> |
| HT2 | <p>Reading Breadth – Modern Fiction and Poetry.</p> <p>Books:</p> | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books,</p> | <p>What children will be able to do:</p> <p>Read different genres of books from different time eras.</p> | <p>Reading Breadth – Modern Fiction and Poetry.</p> <p>Books:</p> <ul style="list-style-type: none"> • Boy in the Tower | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books,</p> | <p>What children will be able to do:</p> <p>Read a variety of books from different eras.</p> | |

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| | <ul style="list-style-type: none"> • Wonderland – Alice in Poetry • Sky Song • The Nowhere Emporium • The Storm Keepers Island | <p>including modern fiction.</p> <p>Make comparisons within and across books e.g. plot, genre and theme.</p> <p>Predict what might happen from details stated and implied.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves.</p> <p>Ask questions to improve their understanding.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recognise and read many Year 5&6 Word List words with automaticity.</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</p> | <p>Compare themes, genres and plots in books.</p> <p>Make predictions based on what they know.</p> <p>Explain predictions.</p> <p>Discuss different books.</p> <p>Ask questions to help them understand books.</p> <p>Perform poems for an audience.</p> <p>Read many year 5 and 6 words fluently.</p> <p>Explain how punctuation creates complex sentences.</p> <p>Discuss different sentences in a book and explain how these help us understand what is happening.</p> <p>Use what they know to make inferences and predictions, justifying these with evidence.</p> <p>Annotate texts for a specific purpose.</p> | <ul style="list-style-type: none"> • Asha and the Spirit Bird • Carol Ann Duffy | <p>including modern fiction.</p> <p>Make comparisons within and across books e.g. plot, genre and theme.</p> <p>Predict what might happen from details stated and implied.</p> <p>Ask questions to improve their understanding.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>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.</p> <p>Recognise all Year 5&6 Word List words with automaticity.</p> <p>Identify how punctuation relates to sentence structure</p> | <p>Compare plot, genre and themes in books.</p> <p>Predict what will happen with evidence.</p> <p>Ask questions to help understanding.</p> <p>Perform poems so an audience can understand the meaning.</p> <p>Discuss and debate books.</p> <p>Read all year 5 and 6 words automatically.</p> <p>Recognise how punctuation helps with meaning in different sentence types.</p> <p>Annotate a text for different purposes.</p> <p>Use what they already know to make predictions and inferences, justifying these with evidence.</p> |
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| | | | <p>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</p> <p>Connecting prior knowledge and textual information to make inferences and predictions.</p> <p>Read closely, annotating for specific purposes.</p> | | | <p>and how meaning is constructed in multi-clause sentences.</p> <p>Read closely, annotating for specific purposes.</p> <p>Connecting prior knowledge and textual information to make inferences and predictions.</p> | |
| Spring | HT3 | <p>History - Victorians</p> <p>Books:</p> <ul style="list-style-type: none"> • Eyewitness Victorians • The Age of Industry • Street Child • A Christmas Carol • Newspaper article | <p>What children will learn:</p> <p>Make comparisons within and across books e.g. plot, genre and theme.</p> <p>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 some views.</p> <p>With support, locate relevant information in a text, summarise the main ideas drawn from more than one</p> | <p>What children will be able to do:</p> <p>Compare books they have read.</p> <p>Discuss and debate books.</p> <p>Summarise main ideas across paragraphs using key details.</p> <p>Discuss how structure and presentation can help clarify meaning.</p> <p>Make inferences justified with evidence.</p> <p>Read most year 5 and 6 words automatically.</p> <p>Skim and scan for different purposes.</p> <p>Identify different features of text.</p> | <p>Science – Evolution and Inheritance</p> <p>Books:</p> <ul style="list-style-type: none"> • When Darwin Sailed the Sea • Darwin – A Life in Poems • When the Whales Walked • The Explorer • The Great Sea Dragon Discovery | <p>What children will learn:</p> <p>Make comparisons within and across books e.g. plot, genre and theme.</p> <p>Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</p> <p>Distinguishing between statements of fact and opinion.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p> | <p>What children will be able to do:</p> <p>Compare books and summarise with key details.</p> <p>Find statements, facts and opinions and understand the differences between these.</p> <p>Make inferences, justify these and back them up with evidence from the text.</p> <p>Explain how language, structure and presentation help us to understand the meaning of a text.</p> <p>Discuss books, listening to other's</p> |

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| | | | <p>paragraph and identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Recognise and read most Year 5&6 Word List words with automaticity.</p> <p>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> <p>Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices.</p> <p>Finding the main idea of a text.</p> | <p>Explain whether a text is formal or informal by the language used.</p> <p>Find the main idea of the text.</p> <p>Explain the main idea of a text.</p> <p>Find information in a book and on the internet.</p> <p>Annotate a text for a specific purpose.</p> | | <p>inferences with evidence.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p> <p>Recognise all Year 5&6 Word List words with automaticity.</p> <p>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.</p> <p>Use a range of strategies for finding and locating information e.g. skimming scanning for detail.</p> <p>Summarising a text.</p> <p>Secure responses and understanding through re-reading</p> | <p>views and challenging them politely when they disagree.</p> <p>Read all year 5 and 6 words automatically.</p> <p>Explain the punctuation in the sentence and how it creates different sentence types.</p> <p>Skim and scan for detail.</p> <p>Summarise texts.</p> <p>Underline relevant information in the text.</p> <p>Annotate texts for a specific purpose.</p> |
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| | | Use information on-screen and on paper. Read closely, annotating for specific purposes. | | | and cross-check information. Read closely, annotating for specific purposes. | |
| HT4 | <p>Myths and Legends</p> <p>Books:</p> <ul style="list-style-type: none"> • Between Worlds • Outlaw • How the Whale Became and Other Stories • The Highwayman • The Lady of Shalott | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books, including myths and legends.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>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 some views.</p> <p>With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> | <p>What children will be able to do:</p> <p>Recognise myths and legends and their features.</p> <p>Discuss books, listening to other's views and building on them or challenging them in a respectful way.</p> <p>Make inferences and explain why they think this using evidence from the text.</p> <p>Perform plays.</p> <p>Read most year 5 and 6 words fluently.</p> <p>Explain how punctuation creates different sentence types to aid meaning.</p> <p>Annotate texts for a purpose.</p> <p>Skim and scan texts for different purposes.</p> | <p>Reading Breadth – Literary Heritage, Plays and Poetry</p> <p>Books:</p> <ul style="list-style-type: none"> • The Wolves of Willoughby Chase • The Call of the Wild • Black Beauty • A Poem for Every Night of the Year | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books, including fiction from our literary heritage.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Provide reasoned justifications for their views.</p> <p>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.</p> | <p>What children will be able to do:</p> <p>Explain the purposes of different books and why they are important. Discuss similarities and differences between books.</p> <p>Make inferences and explain why they think this using evidence from the text.</p> <p>Discuss books with their peers, listening and responding respectfully.</p> <p>Perform plays.</p> <p>Read all year 5 and 6 words automatically.</p> <p>Explain how punctuation in the sentences makes the meaning clearer.</p> <p>Re-read to check information.</p> <p>Annotate texts effectively for a purpose.</p> |

Provide reasoned justifications for their views.

Prepare plays 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 most Year 5&6 Word List words with automaticity.

Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.

Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.

Read closely, annotating for specific purposes.

Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g.

Prepare plays 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.

Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.

Secure responses through re- reading and cross-check information

Read closely, annotating for specific purposes.

Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.

Use skimming and scanning for different purposes.

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| | | | finding key words or phrases. | | | | |
| Summer | HT5 | <p>Geography – North and South America/ The World</p> <p>Books:</p> <ul style="list-style-type: none"> • North America • Eyewitness Amazon • My Side of the Mountain • My Name is River | <p>What children will learn:</p> <p>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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p> | <p>What children will be able to do:</p> <p>Present information about what they have read.</p> <p>Take part in debates.</p> <p>Talk about themes across different texts.</p> <p>Explain how the features of a text help make the meaning clearer.</p> <p>Identify figurative language in a text and discuss why it has been used.</p> <p>Identify language in a text that creates different moods.</p> <p>Explain their views.</p> <p>Read all year 5 and 6 words.</p> <p>Label and use the different features of texts.</p> <p>Find information in books and on the internet.</p> <p>Annotate texts for a specific purpose.</p> <p>Skim and scan to find information.</p> | <p>Geography - Coasts</p> <p>Books:</p> <ul style="list-style-type: none"> • Coastlines • Overhead in a Tower Block • The Island at the End of Everything • Orphans of the Tide | <p>What children will learn:</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Provide reasoned justification for their views.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p> <p>Recognise all Year 5&6 Word List words with automaticity.</p> | <p>What children will be able to do:</p> <p>Talk about and compare a wide range of books.</p> <p>Explain the impact of the language the author uses.</p> <p>Explain their views.</p> <p>Identify how the features and presentation of a text can make the meaning clearer.</p> <p>Create presentations about what they have read.</p> <p>Take part in debates respectfully.</p> <p>Read all year 5 and 6 words automatically.</p> <p>Annotate a text for a specific purpose.</p> <p>Find specific information in a text by skimming and scanning.</p> |

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| | | <p>Recognise and read all Year 5&6 Word List words with automaticity.</p> <p>Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality.</p> <p>Use information on-screen and on paper.</p> <p>Read closely, annotating for specific purposes.</p> <p>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> | | | <p>Read closely, annotating for specific purposes.</p> <p>Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</p> <p>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> | |
| HT6 | <p>Other Cultures and Traditions and Poetry</p> <p>Books:</p> <ul style="list-style-type: none"> • Journey to Jo’Burg • Kick • Oranges in No Man’s Land • Wicked World | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books, including books from other cultures and traditions.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</p> | <p>What children will be able to do:</p> <p>Read books from other cultures and traditions.</p> <p>Discuss what they have read during presentations and debates.</p> <p>Make notes about what they have read.</p> <p>Compare themes across books.</p> <p>Discuss how literal and figurative language</p> | <p>Reading Breadth – Traditional Tales and Poetry</p> <p>Books:</p> <ul style="list-style-type: none"> • Grimms Fairy Tales • Blackberry Blue • The House with Chicken Legs • A range of song lyrics | <p>What children will learn:</p> <p>Increase their familiarity with a wide range of books, including traditional tales.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Discuss and evaluate how authors use language, including</p> | <p>What children will be able to do:</p> <p>Explain the features and conventions of traditional tales.</p> <p>Explain why authors have chosen the language they have used.</p> <p>Create presentations about what they have read to present in different ways.</p> <p>Participate respectfully in debates.</p> |

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| | | | <p>the topic and using notes where necessary.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recognise and read all Year 5&6 Word List words with automaticity.</p> <p>Read closely, annotating for specific purposes.</p> | <p>contribute to creating the mood of a text.</p> <p>Explain the reasons for their views.</p> <p>Perform poems with expression.</p> <p>Read all year 5 and 6 words fluently.</p> <p>Annotate texts.</p> <p>Identify how punctuation in sentences makes the meaning clearer.</p> <p>Skim and scan to find specific information.</p> | | <p>figurative language considering the impact on the reader.</p> <p>Provide reasoned justification for their views.</p> <p>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.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recognise all Year 5&6 Word List words with automaticity.</p> <p>Read closely, annotating for specific purposes.</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</p> | <p>Make notes about texts.</p> <p>Perform poems to an audience with expression.</p> <p>Read all year 5 and 6 words automatically.</p> <p>Annotate a text for a specific purpose.</p> <p>Explain how punctuation in sentences makes the meaning clearer.</p> <p>Skim and scan to find specific information.</p> |
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| | | | <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> | | | <p>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</p> | |
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