



AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Share a book with an adult, showing interest by feeling textures or lifting flaps. • Hold a book and turn some pages. • Listen and respond to songs and rhymes. • Choose a favourite song or rhyme, when given a choice of two with visuals/ resources. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Join in with a selection of nursery rhymes. • Join in with actions, movements and gestures when singing. • Focus on the speaker and story when being read to. • Look at the pictures in a story and respond to pointing questions such as "where is the...?" • Hold a book the correct way and turn the pages. • Use some signs and words linked to stories and rhymes. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Look at books of their favourite rhymes and labelling pictures using single words. • Join in with some of their favourite nursery rhymes and songs. • Be a good listener with support from grown up. • Seek out a favourite book to share with a child or adult. • Answer questions about pictures in a book. • Complete verbal close in a story eg "Can't catch me I'm the gingerbread ____." 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Join in with actions and singing all or nearly all of a song. • Repeat words and phrases from familiar stories. • Answer questions starting with "who." • Enjoy joining in with rhyming words eg. Wood, good. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Tknow and sing a selection of rhymes and songs. • Tune into different voice sounds. • Answer questions about a book. • Notice sounds. • Join in with repeated phrases from a book. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know and sing a selection of nursery rhymes in a group or independently. • Freely choose books, puppets or props to support and consolidate own learning. • Look at a book independently holding the book and turning the pages. • Develop own play around stories. • Listen with attention to longer stories. 	<ul style="list-style-type: none"> • Have favourite books and seeks 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. Makes comments and shares their own ideas. • Develop play around favourite stories using props.



AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know some simple songs, rhymes and stories and be able to join in with them. • Listen to and enjoy a repetitive story. • Identify some sounds in the environment. • Talk about what they can hear. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Join in with repeated phrases in familiar stories. • Know that books have words and pictures. • Know which way to hold and turn the pages. • Know which is their name and select it from a group. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know what the core book is about. • Attempt to re-tell a familiar story independently. • Know and suggest which words rhyme. • Fill in the rhyming word when an adult is reading. • Sing or chant a rhyming string with an adult. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Know and talk about their favourite story/book. • Know some words/ logos from the local environment (shop names, food packaging etc). • Recognise initial sounds and identify words with the same initial sounds. • Sort and match objects according to their initial sound. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Re-tell one or two favourite stories, using the book to help. • Know and talk about what happens next in a story. • Know how to orally blend phonemes to recognise the whole word. • Orally blend CVC words. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Confidently talk about stories they are familiar with and the characters in them. • Know how to orally blend phonemes into words when playing game. • Orally segment words into phonemes. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. • 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.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: We are Together - Britta Teckentrup. Rainbow Fish - Marcus Pfister.</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes. - count or clap syllables in words. • Recognise words with the same initial sound, such as money and mother. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. <p>Comprehension</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning. - the names of different parts of a book. - print can have different purposes - page sequencing. - we read English text from left to right and from top to bottom. • Listen to and talk about stories to build familiarity and understanding. • Engage in extended conversations about stories, learning new vocabular. 	<p>Class Texts: How to Catch a Star - Oliver Jeffers Whatever Next - Jill Murphy</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Recognise a few common exception words. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Class Texts: The Gingerbread Man Goldilocks and the Three Bears - Mara Alpin</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Recognise a few common exception words. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts. 	<p>Class Texts: Jack and the Beanstalk Superworm - Julia Donaldson</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Use new vocabulary in different contexts. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Class Texts: What the Ladybird Heard - Julia Donaldson The Tiger Who Came to Tea - Judith Kerr</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Recognise a range of digraph and begin to read these in words and sentences. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Anticipate - where appropriate - key events in stories. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Comprehension</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Class Texts: The Three Little Pigs - Andrea Petrilik Poetry - Catch A Little Rhyme - Ivy Eve Merrimen</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Reading ELG</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate - key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



CURRICULUM DEVELOPMENT

READING YEAR 1



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: So Much - Trish Cooke Beegu - Alexis Deacon</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Becoming very familiar with key stories and retelling them and considering their particular characteristics. Explain clearly their understanding of what is read to them. Recognising and joining in with predictable phrases. Participate in discussion about what is read to them, taking turns and listening to what others say. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. 	<p>Class Texts: Meerkat Mail - Emily Gravett Catch It - Literacy Shed The Gruffalo - Julia Donaldson</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Discussing word meanings, linking new meanings to those already known. Being encouraged to link what they read or hear read to their own experiences. Discussing the significance of the title and events, making inferences on the basis of what is being said and done. Discussing word meanings, linking new meanings to those already known. Checking that the text makes sense to them as they read and correcting inaccurate reading. 	<p>Class Texts: The Deep Dark Wood - Algy Craig Hall Tree: Seasons Come, Seasons Go - Patricia Hegarty</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Being encouraged to link what they read or hear read to their own experiences. Participate in discussion about what is read to them, taking turns and listening to what others say. Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 	<p>Class Texts: Toy Boat - Seve Somebody Swallowed Stanley - Sarah Roberts Song of the Train - David McCord</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics. Being encouraged to link what they read or hear read to their own experiences. Participate in discussion about what is read to them, taking turns and listening to what others say checking that the text makes sense to them as they read and correcting. 	<p>Class Texts: The Clockwork Dragon - Jonathon Emmett The Extraordinary Gardener - Sam Boughton</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics. Recognising and joining in with predictable phrases. Being encouraged to link what they read or hear read to their own experiences. Explain clearly their understanding of what is read to them. Being encouraged to link what they read or hear read to their own experiences. Discussing word meanings, linking new meanings to those already known. drawing on what they already know or on background information and vocabulary provided by the teacher. 	<p>Class Texts: Zog - Julia Donaldson Funnybones - Allan Ahlberg</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events, making inferences on the basis of what is being said and done. Checking that the text makes sense to them as they read and correcting inaccurate reading. Participate in discussion about what is read to them, taking turns and listening to what others say. Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: The Colors of Us - Karen Katz The Owl Who Was Afraid of the Dark - Jill Tomlinson</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Recognising simple recurring literary language in stories and poetry. • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. • Becoming increasingly familiar with and retelling a wider range stories answering and asking questions. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. 	<p>Class Texts: Vlad and the Great Fire of London - Kate Cunningham Puddling Lane - Literacy Shed+</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about books, poems change other works that are read to them change those that they can read for themselves, taking turns and listening to what others say. • Answering and asking questions. • Being introduced to nonfiction books that are structured in different ways. • Discussing the sequence of events in books and how items of information are related. 	<p>Class Texts: The Leopard's Drum - Jessica Souhami</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Participate in discussion about books, poems change other works that are read to them change those that they can read for themselves, taking turns and listening to what others say. • Discussing the sequence of events in books and how items of information are related. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Discussing their favourite words and phrases. 	<p>Class Texts: George and the Dragon - Chris Wormell Taking Flight - Literacy Shed+ video On the Ning Nang Nong - Spike Milligan</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. • Being introduced to nonfiction books that are structured in different ways. • Making inferences on the basis of what is being said and done. • Recognising simple recurring literary language in stories and poetry. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Participate in discussion about books, poems change other works that are read to them change those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Class Texts: Jim and the Beanstalk - Raymond Briggs Queen Victoria's Bathing Machine - Gloria Whelan</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Recognising simple recurring literary language in stories and poetry • Being introduced to nonfiction books that are structured in different ways. • Participate in discussion about books, poems change other works that are read to them change those that they can read for themselves, taking turns and listening to what others say. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. 	<p>Class Texts: Winnie at the Seaside - Valerie Bloom Lila and the Secret of Rain - David Conway</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. • Answering and asking questions. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Participate in discussion about books, poems change other works that are read to them change those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Recognising simple recurring literary language in stories and poetry. • Becoming increasingly familiar with and retelling a wider range stories answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Making inferences on the basis of what is being said and done.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: Our Tower - Joseph Coelho</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books and retelling some of these orally. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. 	<p>Class Texts: Stone Age Boy - Satoshi Kitamura</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Using dictionaries to check the meaning of words that they have read. Explaining the meaning of words in context. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language contributes to meaning. Increasing their familiarity with a wide range of books and retelling some of these orally. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. 	<p>Class Texts: Hansel And Gretel - Anthony Browne</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books and retelling some of these orally. Asking questions to improve their understanding of a text. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Predicting what might happen from details stated and implied. Reading books that are structured in different ways and reading for a range of purposes. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Retrieve and record information from non-fiction. Identifying how structure, and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes. 	<p>Class Texts: Leon and the Gorgon's Curse - Joe Todd-Stanton</p> <p>Walking with my Iguana - Brian Moses</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Retrieve and record information from non-fiction. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Asking questions to improve their understanding of a text. Identifying how structure, and presentation contribute to meaning. 	<p>Class Texts: The Iron Man - Ted Hughes</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Predicting what might happen from details stated and implied. Identifying themes and conventions in a wide range of books. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Using dictionaries to check the meaning of words that they have read. Explaining the meaning of words in context. 	<p>Class Texts: The Tin Forest - Helen Ward</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Identifying themes and conventions in a wide range of books Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Using dictionaries to check the meaning of words that they have read Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explaining the meaning of words in context Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: Outlaw - Michael Morpurgo</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. • Identifying themes and conventions in a wide range of books Using dictionaries to check the meaning of words that they have read • Recognising some different forms of poetry. • Explaining the meaning of words in context. • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language contributes to meaning. 	<p>Class Texts: Anisha, Accidental Detective - Serena Patel</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identifying main ideas drawn from more than one paragraph and summarising these. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books and retelling some of these orally. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Reading books that are structured in different ways and reading for a range of purposes. • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Class Texts: Pebble in my Pocket - Meredith Hooper</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Explaining the meaning of words in context. • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language contributes to meaning. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books and retelling some of these orally • Identifying themes and conventions in a wide range of books. • Identifying main ideas drawn from more than one paragraph and summarising these. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Asking questions to improve their understanding of a text. • Reading books that are structured in different ways and reading for a range of purposes. 	<p>Class Texts: Escape from Pompeii - Christina Balit</p> <p>Gran Can You Rap? - Jack Ousby</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Explaining the meaning of words in context • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language contributes to meaning • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Asking questions to improve their understanding of a text. • Using dictionaries to check the meaning of words that they have read. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Class Texts: The Legend of Tutankhamun - Sally Morgan and James Weston</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Identifying how structure, and presentation contribute to meaning. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying themes and conventions in a wide range of books. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Asking questions to improve their understanding of a text. 	<p>Class Texts: Race to the Frozen North - Catherine Johnson</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increasing their familiarity with a wide range of books and retelling some of these orally. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Using dictionaries to check the meaning of words that they have read. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Asking questions to improve their understanding of a text. • Identifying how structure, and presentation contribute to meaning. • Recognising some different forms of poetry. • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: Viking Boy - Tony Bradman Hamlet - William Shakespeare</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Identifying how structure and presentation contribute to meaning. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Class Texts: Black Powder - Ally Sherrick</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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. Identifying how structure and presentation contribute to meaning. 	<p>Class Texts: The Explorer - Katherine Rundell</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Predicting what might happen from details stated and implied. 	<p>Class Texts: The Explorer - Katherine Rundell The River - Valerie Bloom</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion. Provide reasoned justifications for their views. Predicting what might happen from details stated and implied. Retrieve, record and present information from non- fiction. 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. Distinguish between statements of fact and opinion. Provide reasoned justifications for their views. Identifying how structure and presentation contribute to meaning. 	<p>Class Texts: Armstrong: The Adventurous Journey of a Mouse to the Moon - Torben Kuhlmann</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predicting what might happen from details stated and implied. Retrieve, record and present information from non- fiction. Identifying how structure and presentation contribute to meaning. 	<p>Class Texts: The Chocolate Tree - Linda Lowery</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class Texts: Stolen History: The Truth about the British Empire and how it shaped us - Santhnam Sanghera</p> <p>Macbeth - William Shakespeare</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Retrieve, record and present information from non-fiction (Reading fluency). Distinguish between statements of fact and opinion. Provide reasoned justifications for their views. 	<p>Class Texts: Journey to Jo'burg - Beverly Naidoo</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Asking questions to improve their understanding. Reading books that are structured in different ways and reading for a range of purposes (Reading fluency). Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Class Texts: Goodnight Mr Tom - Michelle Magorian</p> <p>Beyond the Lines - Literacy Shed+ video</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Identifying how language contributes to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Retrieve, record and present information from non-fiction. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Asking questions to improve their understanding. Reading books that are structured in different ways and reading for a range of purposes (Reading fluency). 	<p>Class Texts: Holes - Louis Sachar</p> <p>Jabberwocky - Lewis Carroll</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. 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 Identifying and discussing conventions in and across a wide range of writing. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identifying how language contributes to meaning. Identifying how structure and presentation contribute to meaning. Asking questions to improve their understanding. Reading books that are structured in different ways and reading for a range of purposes (Reading fluency). 	<p>Class Texts: The Boy at the Back of the Class - Onjali Q Rauf</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Predicting what might happen from details stated and implied. Making comparisons within and across books. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context . Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Distinguish between statements of fact and opinion. Provide reasoned justifications 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. Reading books that are structured in different ways and reading for a range of purposes (Reading fluency). Identifying how structure and presentation contribute to meaning. Asking questions to improve their understanding. 	<p>Class Texts: Pandora - Literacy Shed</p> <p>Journey - Aaron Becker</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Identifying how structure and presentation contribute to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Reading books that are structured in different ways and reading for a range of purposes (Reading fluency). Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identifying how language contributes to meaning. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Recommending books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.