

	Autumn Term				Spring Term			Summer Term				
Year 1/2	Instructions 'How to look after a Dinosaur.' T4W	Dogger (Fiction) RR	T4W NC Reports Superheroes	Narrative poetry Year 1: Julia Donaldson Stick Man	The Elves and the Shoemakers T4W	Billy and The Beast (Fiction) RR	RR: Can't you sleep little Bear?	Recount (Trip) T4W	RR Lila and the Secret of Rain (Fiction)	The Big Book of the Blue (Non-Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)	
				Year 2: The Way Home for Wolf			Classic Poetry Year 2: What is Pink?				RWP Transition unit (Y2) (Bedtime stories)	
Year 3/4	Epic Crawl RWP	The Butterfly Lion (Fiction) RR		A Christmas Carol	The Battle Cry RWP	How to Live Forever (Fiction) RR	Narrative Poetry: Revolting Rhymes	Campfire Ghost Stories RWP		Shackleton's Journey (Non-Fiction) RR	RR Playscripts Short Pants	Poetry: Journey to the Centre of My Brain James Carter
Year 5	RR - Letters from the Lighthouse	RWP: Dual Narrative The Hunter and the hunted.		Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	RWP: The Storm	Happy Poems Selected by Roger McGough	RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French	Application Unit: The Giant's necklace Diary and newspaper		
Year 6	Thor	The boy in the Striped Pyjamas			Hidden Figures	Malala		Holes				

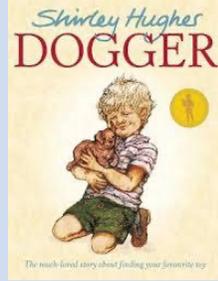
Nursery	<p>Topsy and Tim start School Who's in your family It's my Birthday How Many sleeps until my birthday Little Acorn</p>	<p>Goldilocks and Three Bears Three Billy Goats Gruff Gingerbread Man (T4W) Little Red Riding Hood The Three Little Pigs The First Christmas Father Christmas needs a Wee Aliens Love Panta Claus</p>	<p>Topsy and Tim meet the Police My Mum is a firefighter My Daddy is a Nurse Pete the Cat construction destruction (T4W)</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Growing (non-fiction) I love My Mummy (Poetry)(T4W)</p>	<p>Pig in the Pond Rashaad's Ramadan and Eid Farm Animals (non-fiction) I love animals (T4W) Once upon a time upon a nest What the Ladybird heard (T4W)</p>	<p>Why I love My Daddy (poetry) Going on a lion hunt (T4W) Little penguin Rumble in the Jungle (rhymes)</p>
Reception	<p>Colour Monster goes to school My Family your Family What is Autumn (Non fiction) Pumpkin Soup Little Red Hen (T4W) The Gigantic Turnip</p>	<p>Mr Gumpy's motorcar You can't take an elephant on a bus Oi get off the train Neil Armstrong (Non fiction) (T4W) The Christmas Story</p>	<p>Dinosuar facts (non fiction) Mad about dinosaurs (rhymes) (T4W) Dinosaurs love Underpants Crunch Munch dinosaur lunch Captain Flynn and the pirate dinosaurs</p>	<p>Supertato Veggies assemble Super Daisy Elliot midnight superhero Super pigs If I was a superhero (Poetry) (T4W)</p>	<p>Jack and the Jelly bean stalk Growing and plants (non-fiction) Mad about minibeasts (rhymes) Twist and hop minibeast bop</p>	<p>Facts and information about Farnworth (non-fiction) Paddington Katie goes to London Royal babies big red bus Rumble in the Jungle (rhymes) Over in Australia Betty and the Yeti (T4W)</p>

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(T4W)- How to Look after a Pet Dinosaur  
4 weeks



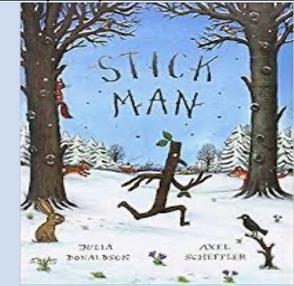
(RR) Dogger -4 weeks



T4W Non-Chronological Report  
Superheroes (Traction man?)  
4 weeks



Narrative poetry - Julia Donaldson- 2 weeks



Key themes  
Instructions, animals

Key themes  
Loss, family, kindness, love, selflessness

Key themes  
Reports, order, information

Key Themes: Christmas, family, love, determination, working together.

Key vocabulary  
Nutritious, Exercise, Snooze, squeaky, infected, nibble

Key vocabulary  
Fond, tatty,

Key Vocabulary  
Super powers, arch enemy, rescues, lives, side kick

Key vocabulary  
Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling

Intended Knowledge

can explain clearly their understanding of what is read to them.

can participate in discussion about what is read to them, taking turns and listening to what others say.

can check that the text makes sense to me as I read, and correct inaccurate reading.

can read common exception words.

can read words of more than one syllable.

can apply phonic knowledge and skills as the route to decode words.

can discuss word meanings, linking new meanings to those I already know.

Intended Knowledge

Can discuss the significance of the title and events

Can predicting what might happen on the basis of what has been read so far

Can participate in discussion about what is read to them, taking turns and listening to what others say

Can explain clearly their understanding of what is read to them

Can discuss word meanings, linking new meanings to those already known

Can link what they read or hear to their own experiences

Can recognise and join in with predictable phrases

Intended Knowledge

Can read aloud accurately books that are consistent with their developing phonic knowledge

Can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.

Discussing work meanings, linking new meanings to what they already know

Explain clearly their understanding of what is read to them.

Be introduced to a variety of non fiction books that are structured in different ways.

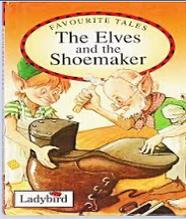
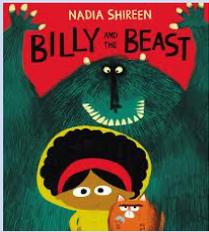
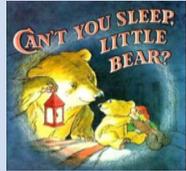
Intended Knowledge

Can make inferences on the basis of what is being said and done.

Can check that the text makes sense to me as I am reading through it.

Can recognise and join in with predictable phrases.

Can become familiar with traditional tales and consider their characteristics.

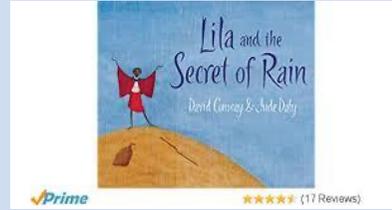
<p>Spring (11 weeks )</p>	<p>(T4W) <u>The Elves and The Shoemaker</u> - 4 weeks</p> 	<p>(RR) <u>Billy and the Beast</u> - 3/4 weeks</p> 	<p>RR: <u>Can't you sleep Little Bear?</u>- 3 Weeks</p> 
	<p><u>Key themes</u> Family, overcoming hardship , rich versus poor, help from magical beings,</p>	<p><u>Key themes</u> Friendship, familiar setting, good V's evil, courage, self-belief, trust,</p>	<p><u>Key themes</u> Family, repetitive, every-day life</p>
	<p><u>Key vocabulary</u> Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u> Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
	<p><u>Intended Knowledge:</u></p> <p>Can apply phonic knowledge and skills as the route to decode words.</p> <p>Can listen to and discuss a range of stories beyond their level of independent reading.</p> <p>Can discuss word meaning, linking new meanings to those they already know.</p> <p>Can discuss the significance of the title and events.</p> <p>Can explain their understanding of what is read to them.</p> <p>Can participate in discussion about what is read, taking turns and listening to what others say.</p>	<p><u>Intended Knowledge:</u></p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can link what they read or hear read to their own experience.</p> <p>Can draw on what they already know or vocabulary provided by the teacher.</p>	<p><u>Intended Knowledge:</u></p> <p>Can discuss the significance of the title and events</p> <p>Can predicting what might happen on the basis of what has been read so far</p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Can explain clearly their understanding of what is read to them</p> <p>Can discuss word meanings, linking new meanings to those already known</p> <p>Can link what they read or hear to their own experiences</p> <p>Can recognise and join in with predictable phrases</p>

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Recount: T4W - 2 weeks



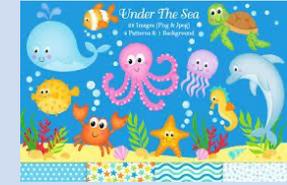
RR Lila and the Secret of the Rain  
4 weeks



The Big Book of Blue RR -4 weeks



Poetry: Under the sea poetry- 2 weeks



Key themes

Factual

Key Themes: Community perseverance solving problems

Key themes

appearance, caption, fact, diet, habitat, diet, title, information,

Key themes

Animals, poetry, repetitive

Key vocabulary

After, later, finally ,then, adjective, chronological order,

Key Vocabulary:

Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,

Key vocabulary

Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms

Key vocabulary

poem, poet, rhyme, repeat, verse, perform, voice, loud

Intended Knowledge

can read aloud accurately books that are consistent with their developing phonic knowledge

can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.

Discussing work meanings, linking new meanings to what they already know

Explain clearly their understanding of what is read to them.

Intended Knowledge

Can discuss the significance of the title and events

Can predicting what might happen on the basis of what has been read so far

Can participate in discussion about what is read to them, taking turns and listening to what others say

Can explain clearly their understanding of what is read to them

Can discuss word meanings, linking new meanings to those already known

Can link what they read or hear to their own experiences

Can recognise and join in with predictable phrases

Intended Knowledge

can read aloud accurately books that are consistent with their developing phonic knowledge

can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.

Discussing work meanings, linking new meanings to what they already know

Explain clearly their understanding of what is read to them.

Be introduced to a variety of non fiction books that are structured in different ways.

Intended Knowledge

can listen to and discuss a wide range of poems, at a level beyond that they can independently read.

Being encouraged to link what they read and hear to their own experiences.

Can apply their phonic knowledge and skills as the route to decode words.

Can learn to appreciate rhymes and poems, and to recite some by heart.

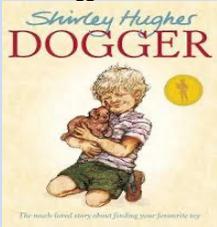
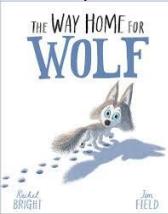
Year 1 Reading Objectives taught in Guided Reading and Phonic Sessions

Reading - word reading

Pupils should be taught to:

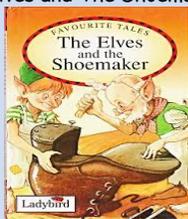
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 2 Reading Long Term Overview

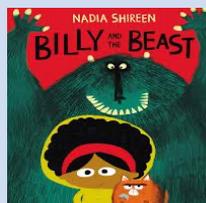
<p>A u t u m n 14 w e e k s</p>	<p>(T4W) How to look after a pet dinosaur- 4 weeks</p> 	<p>RR: Dogger- 4 weeks</p> 	<p>T4W NC Reports 4 weeks Superheroes (Traction Man link?)</p> 	<p>Narrative poetry (The Way Home for wolf) - 2 weeks</p> 
	<p><u>Key themes</u> Imagination, magic,</p>	<p><u>Key themes</u> Loss, family, kindness, love, selflessness</p>	<p><u>Key themes</u> <u>Reports, order, information</u></p>	<p><u>Key themes</u> Family, belonging, empathy, quest</p>
	<p><u>Key Vocabulary</u> guidance, imperative, instructions, list, recipe, ingredients, dinosaur, conjunction</p>	<p><u>Key Vocabulary</u> sacrifice, generous, love, selfless, family, loss, comfort, kind</p>	<p><u>Key Vocabulary</u> <u>Super powers, arch enemy, rescues, lives, side kick</u></p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
	<p><u>Intended Knowledge</u></p> <p>Can understand non-fiction books that are structured in different ways.</p> <p>Can understand books that they can read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p><u>Intended Knowledge</u></p> <p>Can make predictions about what might happen on the basis of what has been read so far.</p> <p>Can participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Can understand both the books they listen to by answering and asking questions.</p> <p>Can predict what might happen on the basis of what has been read so far.</p> <p>Can discuss the sequence of events in books and how items of information are related</p>	<p><u>Intended Knowledge</u></p> <p>Can understand non-fiction books that are structured in different ways.</p> <p>Can understand books that they can read accurately and fluently and those that they listen to by answering and asking questions.</p> <p>Can explain clearly their understanding of what is read to them.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can discuss their favourite words and phrases.</p>	<p><u>Intended Knowledge</u></p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Can explain clearly their understanding of what is read to them.</p> <p>Can discuss the sequence of events in books and how items of information are related</p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can discuss their favourite words and phrases.</p> <p>Can answer and ask questions.</p> <p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Can predict what might happen on the basis of what has been read so far</p>

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(T4W) The elves and The Shoemaker- 4 weeks



(RR) Billy and The Beast- 3/4 weeks.



Classic Poetry- 2 Weeks



Key themes

Family, overcoming hardship , rich versus poor, help from magical beings,

Key themes

Friendship, familiar setting, good V's evil, courage, self-belief, trust,

Key themes

Repetitive, classic

Key vocabulary

Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.

Key vocabulary

Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump

Key Vocabulary

verse, couplet, rhyme, classic, line, pattern, poet, stanza

Intended Knowledge

Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

Can participate in discussion about what is read to them, taking turns and listening to what others say.

Can discuss the sequence of events in books and how items of information are related.

Can make inferences on the basis of what is being said and done.

Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Can answer and ask questions.

Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Can explain clearly their understanding of what is read to them.

Intended Knowledge

Can participate in discussion about what is read to them, taking turns and listening to what others say.

Can explain clearly their understanding of what is read to them.

Can discuss the sequence of events in books and how items of information are related

Can make inferences on the basis of what is being said and done.

Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Can discuss their favourite words and phrases.

Can answer and ask questions.

Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Can predict what might happen on the basis of what has been read so far

Intended Knowledge

Can listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently

Can recognise simple recurring literary language in stories and poetry

Can discuss and clarify the meanings of words, linking new meanings to known vocabulary

Can discuss favourite words and phrases

Can build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

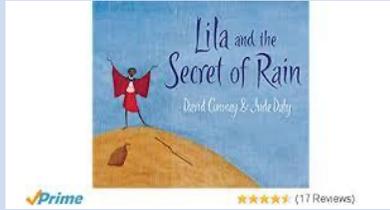
Can participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say

Can explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves

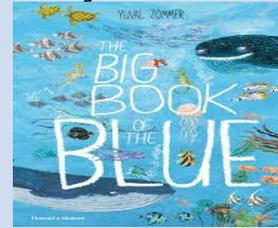
T4W- Recount 2 weeks.



RR: Lila and The Secret of Rain  
3 weeks



RR The Big Book of Blue 4 Weeks.



Transition Unit (RWP)  
Bedtime Stories- 4 weeks



Key themes  
Factual

Key Themes: Community perseverance solving problems

Key themes  
appearance, caption, fact, diet, habitat, diet, title, information,

Key themes  
Dragons, coming home, heroic adventures, lost and found.

Key vocabulary  
After, later, finally ,then, adjective, chronological order,

Key Vocabulary:  
Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,

Key vocabulary  
Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms

Key Vocabulary  
Dragons, inference, deduction,

Intended Knowledge  
To listen to, discuss and express views about a wide range of non-fiction at a level beyond that which they can read independently.  
  
To become familiar with non-fiction books that are structured in different ways.  
  
To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  
  
To answer and ask questions.  
  
To discuss favourite words and phrases.

Intended Knowledge  
Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  
  
Can participate in discussion about what is read to them, taking turns and listening to what others say.  
  
Can discuss the sequence of events in books and how items of information are related.  
  
Can make inferences on the basis of what is being said and done.  
  
Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.  
  
Can answer and ask questions.  
  
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  
  
Can explain clearly their understanding of what is read to them.

Intended Knowledge  
To listen to, discuss and express views about a wide range of non-fiction at a level beyond that which they can read independently.  
  
To become familiar with non-fiction books that are structured in different ways.  
  
To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  
  
To answer and ask questions.  
  
To discuss favourite words and phrases.  
  
Can participate in discussion about what is read to them, taking turns and listening to what others say.  
  
Can explain clearly their understanding of what is read to them.  
  
Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.  
  
Can discuss their favourite words and phrases.

Intended Knowledge  
Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  
  
Can participate in discussion about what is read to them, taking turns and listening to what others say.  
  
Can discuss the sequence of events in books and how items of information are related.  
  
Can make inferences on the basis of what is being said and done.  
  
Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.  
  
Can answer and ask questions.  
  
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  
  
Can explain clearly their understanding of what is read to them.

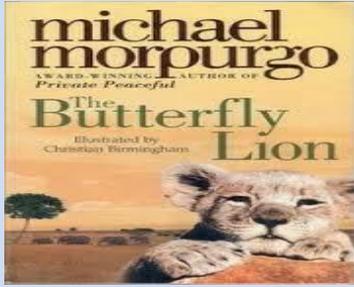
Year 2 Reading Objectives taught in Guided Reading and Phonic Sessions

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Year 3 Reading Long Term Overview

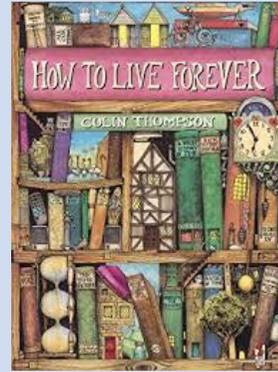
<p>Au tu mn - 14 we ek s</p>	<p>RWP Epic Crawl- 4/5 weeks</p> 	<p>The butterfly Lion 4/5 Weeks</p> 	<p>A Christmas Carol - 3 weeks</p> 
	<p><u>Key themes</u> Sci-fi, space, time travel, dilemmas</p>	<p><u>Key themes</u> Friendship, war, separation, loyalty, overcoming the odds</p>	<p><u>Key themes</u> Family, Empathy, Kindness, Regret, Charity</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>Intended Knowledge</u> Can increase their familiarity with a wide range of books and can retell some of these orally</p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can 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.</p>	<p><u>Intended Knowledge</u></p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Can make predictions about what might happen from details stated and implied</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can ask questions to improve their understanding of a text.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><u>Intended Knowledge</u></p> <p>Can increase their familiarity with a wide range of books and can retell some of these orally</p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can 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.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>

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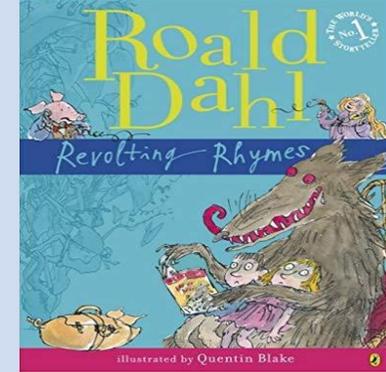
(RWP) The Battle Cry- 4 weeks



T4W: How to live Forever- 4 weeks



Narrative Poetry: Revolting Rhymes-3 weeks



Key Themes

Community, good v evil, defeating the enemy, dedication, bravery,

Key themes: magical worlds, escapism, bravery, exploring new places, memories,

Key themes

Repetitive, Performance

Key Vocabulary

Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe

Key Vocabulary: age-old, forbidden, immortality, faded, lacquered, crammed, delicate

Key Vocabulary: Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion

Intended Knowledge

Can continue to read and discuss a wide range of fiction.

Can identify themes and conventions in a wide range of books

Can discuss words and phrases that capture their interest and imagination

Can 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.

Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Intended Knowledge

Can increase their familiarity with a wide range of books and can retell some of these orally

Can use dictionaries to check the meaning of words that they have read

Can ask questions to improve their understanding of a text

Can identify main ideas drawn from more than one paragraph and summarising these

Can 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.

Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Intended Knowledge

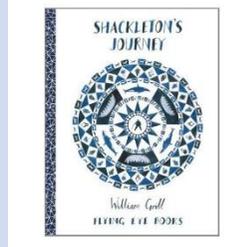
Can listen to and discussing a wide range of poetry,  
Can increase their familiarity with a wide range of books, including poetry, and retell some of these orally  
Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  
Can recognise some different forms of poetry [for example, free verse, narrative poetry]  
Can predict what might happen from details stated and implied

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RWP Campfire Ghost Stories- 4 weeks



RR- Shackleton's Journey- 4 week



Play scripts: 3 weeks



Poetry: 2 weeks  
Journey to the Centre of My Brain by James Carter.



Key themes

Fear, unknown entities, making good choices, escaping

Key Themes: endurance, poverty, exploring new places, peril, team work, mindset

Key themes

Features of a playscript

Key Themes Hope, happiness, friendship, well being, relationships

Key Vocabulary: atop, cobbled, littered, skids, curious, replica, perplexed,

Key Vocabulary recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress

Key Vocabulary: Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral

Key Vocabulary: Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion

Intended Knowledge

Can continue to read and discuss a wide range of fiction.

Intended Knowledge

Can identify themes and conventions in a wide range of books

Intended Knowledge

Can prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.

Can listen to and discussing a wide range of poetry,

Can increase their familiarity with a wide range of books, including poetry, and retell some of these orally

Can identify themes and conventions in a wide range of books

Can identify how language, structure, and presentation contribute to meaning

Can listen to and discuss a wide range of playscripts.

Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Can discuss words and phrases that capture their interest and imagination

Can read books that are structured in different ways and reading for a range of purposes

Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Can recognise some different forms of poetry [for example, free verse, narrative poetry]

Can 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.

Can listen to and discuss a wide range of non-fiction- and reference books or textbooks.

Can identify how language, structure, and presentation contribute to meaning

Can predict what might happen from details stated and implied

Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Can read books that are structured in different ways and read for a range of purposes.

An retrieve and record information from non-fiction

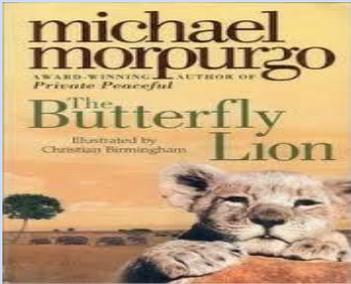
Year 3 Reading Objectives taught in Guided Reading and Phonic Sessions

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of the words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 4 Reading Long Term Overview

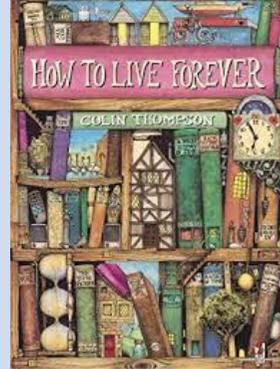
<p><u>Aut</u> <u>um</u> <u>n</u> <u>14</u> <u>wee</u> <u>ks</u></p>	<p align="center">RWP Epic Crawl- 4/5 weeks</p> 	<p align="center">The butterfly Lion 4/5 Weeks</p> 	<p align="center">A Christmas Carol - 3 weeks</p> 
	<p><u>Key themes</u> Sci-fi, space, time travel, dilemmas</p>	<p><u>Key themes</u> Friendship, war, separation, loyalty, overcoming the odds</p>	<p><u>Key themes</u> Family, Empathy, Kindness, Regret, Charity</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of non-fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books preparing scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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.</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>

Spring  
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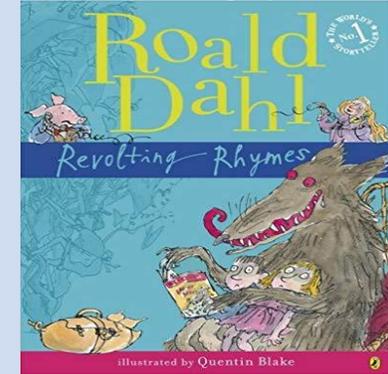
(RWP) The Battlecry- 4 weeks



T4W: How to live Forever- 4 weeks



Narrative Poetry (Revolting Rhymes) 2/3 Weeks



Key Themes

Community, good v evil, defeating the enemy, dedication, bravery,

Key themes: magical worlds, escapism, bravery, exploring new places, memories,

Key Themes

Magic, Mystery, Emotion

Key Vocabulary

Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe

Key Vocabulary: age-old, forbidden, immortality, faded, lacquered, crammed, delicate

Key Vocabulary Story, Plot, Speaker, Dramatization, Rhythm, Rhyme, Metaphor, Simile

Intended Knowledge

develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a wide range of non-fiction  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
preparing scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  
discussing words and phrases that capture the reader's interest and imagination  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
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 1 paragraph and summarising these  
identifying how language, structure, and presentation contribute to meaning  
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.

Intended Knowledge

develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a wide range of fiction.  
reading books that are structured in different ways and reading for a range of purposes  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
discussing words and phrases that capture the reader's interest and imagination  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
predicting what might happen from details stated and implied  
identifying main ideas drawn from more than 1 paragraph and summarising these  
identifying how language, structure, and presentation contribute to meaning  
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

Intended Knowledge

Intended Knowledge  
develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a poetry.  
reading books that are structured in different ways and reading for a range of purposes  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  
discussing words and phrases that capture the reader's interest and imagination  
recognising some different forms of poetry [for example, free verse, narrative poetry]  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
predicting what might happen from details stated and implied  
identifying main ideas drawn from more than 1 paragraph and summarising these  
identifying how language, structure, and presentation contribute to meaning  
retrieve and record information from non-fiction

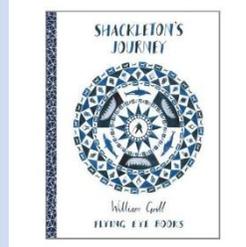
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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RWP Campfire Ghost Stories- 4/5 weeks



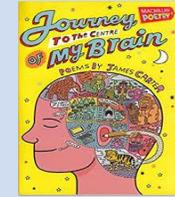
RR- Shackleton's Journey- 4 weeks



Play scripts: 3 weeks



Poetry: 2 weeks  
Journey to the Centre of My Brain by James Carter.



Key themes

Fear, unknown entities, making good choices, escaping

Key Themes: endurance, poverty, exploring new

places, peril, team work, mindset

Key themes

Features of a playscript

Key Themes Hope, happiness, friendship,

well being, relationships

Key Vocabulary: atop, cobbled, littered, skids, curious, replica, perplexed,

Key Vocabulary recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress

Key Vocabulary: Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral

Key Vocabulary: Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion

Intended Knowledge

develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a wide range of fiction.  
reading books that are structured in different ways and reading for a range of purposes  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
discussing words and phrases that capture the reader's interest and imagination  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
predicting what might happen from details stated and implied  
identifying main ideas drawn from more than 1 paragraph and summarising these  
identifying how language, structure, and presentation contribute to meaning

Intended Knowledge

develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a wide range of non-fiction and reference books or textbooks  
reading books that are structured in different ways and reading for a range of purposes  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
preparing scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  
discussing words and phrases that capture the reader's interest and imagination  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
identifying how language, structure, and presentation contribute to meaning  
retrieve and record information from non-fiction  
participate in discussion about both books that are read to them and those they can read for

Intended Knowledge

Can prepare poems and playscripts to read aloud and perform , showing understanding through intonation, tone, volume and action.  
  
Can listen to and discuss a wide range of playscripts.  
  
Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  
  
Can identify how language, structure, and presentation contribute to meaning

Intended Knowledge

develop positive attitudes to reading, and an understanding of what they read, by:  
listening to and discussing a poetry.  
reading books that are structured in different ways and reading for a range of purposes  
using dictionaries to check the meaning of words that they have read  
identifying themes and conventions in a wide range of books  
preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  
discussing words and phrases that capture the reader's interest and imagination  
recognising some different forms of poetry [for example, free verse, narrative poetry]  
understand what they read, in books they can read independently, by:  
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  
asking questions to improve their understanding of a text  
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	themselves, taking turns and listening to what others say		predicting what might happen from details stated and implied
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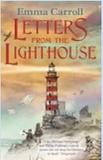
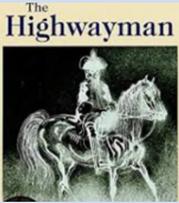
Year 4 Reading Objectives taught through Guided Reading sessions.

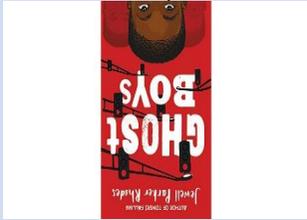
Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of the words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 5 Reading Long Term Overview

<p>A u t u m n 1 4 w e e k s</p>	<p>Letters from the Lighthouse RR 5 weeks approx</p> 	<p>RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx</p> 	<p>Poetry: The highwayman 3/4 weeks approx</p> 
	<p><u>Key themes</u> Isolation, family, death</p>	<p><u>Key themes</u> Rescue, Survival</p>	<p><u>Key themes</u> Love, Death, Morals</p>
	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	<p><u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquility dappled papaya</p>	<p><u>Key Vocabulary:</u> Galleon, tragedy, romance, courage, betrayal, ostler, breeches, afterlife</p>
	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of fiction.</p> <p>Can make comparisons within and across books.</p> <p>Can discuss their understanding and explain the meaning of words in context.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can predict what might happen from details stated and implied.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Can provide reasoned justifications for their views.</p>	<p><u>Intended Knowledge</u></p> <p>Can make comparisons within and across exemplar pieces.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between fact and opinion.</p>	<p><u>Intended Knowledge:</u></p> <p>Can continue to read and discuss an increasingly wide range of fiction including poetry</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Can learn a wider range of poetry by heart</p> <p>Can prepare 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</p> <p>Can predict what might happen from details stated and implied</p>

<p><u>Spring</u> <u>11</u> <u>weeks</u></p>	<p>RR: Ghost boys 5 weeks</p> 	<p>RWP: The Storm 4 weeks</p> 	<p>Poetry: 2 Weeks- Happy Poems Chosen by Roger Mcgough</p> 
	<p><u>Key themes</u> Black lives matter, racial biases, love, faith, resilience, legal justice V human actions, empowerment.</p>	<p><u>Key themes</u> Weather personification emotions</p>	<p><u>Key Themes</u> Hope, happiness, friendship, well being, relationships</p>
	<p><u>Key Vocabulary:</u> Snickering, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.</p>	<p><u>Key Vocabulary:</u> Icy brisk prowled eerie gloomy hammering</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of fiction.</p> <p>Can make comparisons within and across books.</p> <p>Can discuss their understanding and explain the meaning of words in context.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can predict what might happen from details stated and implied.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Can provide reasoned justifications for their views.</p> <p>Can 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 courteously</p>	<p><u>Intended Knowledge</u> Can make comparisons within and across exemplar pieces.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.</p>	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of poetry.</p> <p>Increase familiarity with a wide range of books.</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wide range of poetry by heart.</p> <p>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.</p> <p>Explore the meaning of words by context.</p> <p>Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.</p> <p>Explain and understand the meaning of what they've read Discuss and evaluate how authors use language , including figurative language and consider the impact on the reader.</p>

RWP: The sports Managers Speech (4 weeks)



RR Non Fiction- What a waste by Jess French (3 weeks)



Application Unit: The Giants Necklace Letters and Diary Entries (5/6 Weeks)



Key Themes

Inspire, Victory, Effort

Key Themes

Environment planet pollution

Key themes

Isolation, family, death

Key Vocabulary Motivate, Powerful, Confident, Positive, Negative, United, Repetition

Key Vocabulary: Rubbish, recycling, protecting, planet pollution, efficiency, waste, landfill

Key Vocabulary: Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial

Intended Knowledge

Can make comparisons within and across exemplar pieces.

Can draw inferences and justify with evidence.

Can explore the meanings of words in context.

Can ask questions to improve their understanding.

Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Intended Knowledge

Continue to read and discuss a wide range reference books and textbooks.

Can read books that are structured in different ways.

Can identify how language, structure and presentation contribute to meaning.

Can draw inferences and justify with evidence.

Can explore the meanings of words in context.

Can discuss their understanding and explain the meaning of words in context.

Can predict what might happen from details stated and implied

Can distinguish between statements of fact and opinion

Can retrieve, record and present information from non-fiction

Can 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

Can 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 courteously

Intended Knowledge

Continue to read and discuss a wide range of fiction.

Can make comparisons within and across books.

Can discuss their understanding and explain the meaning of words in context.

Can draw inferences and justify with evidence.

Can predict what might happen from details stated and implied.

Can explore the meanings of words in context.

Can ask questions to improve their understanding.

Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Can provide reasoned justifications for their views.

Year 5 Reading Objectives taught in Guided Reading and Intervention Session

Reading - word reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Year 6 Reading Long Term Overview

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Key themes: Good vs evil, humour, power, control, deception  
Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed

Key themes: Holocaust, Empathy, Understanding of historical events, Loss  
Key vocabulary: Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship

Intended Knowledge

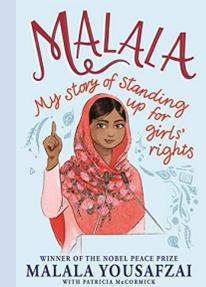
Can identify and discuss themes and conventions.  
 Can make comparisons within and across a text  
 Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures  
 understand what they read by:  
 checking that the book makes sense to them, discussing 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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that 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
- Discuss how language, structure and presentation contribute to meaning
- Participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
- Discuss and evaluate how authors use language, considering impact on the reader.
- provide reasoned justifications for their views

Intended Knowledge

Can identify and discuss themes and conventions.  
 Can make comparisons within and across a text.  
 Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures .  
 Understand what they read by:

- 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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that 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
- Discuss how language, structure and presentation contribute to meaning
- Participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
- Discuss and evaluate how authors use language, considering impact on the reader.
- provide reasoned justifications for their views.



Key themes: black rights, prejudice, education, equality, justice, space race/space travel, technology, resilience.

Key Vocabulary: quarrel, skeletal, treacherous, arrogance, interjected, boastful, devoid

Intended Knowledge

Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction increasing their familiarity with a wide range of books, including modern fiction

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
- discuss and evaluate how authors use language, considering impact on the reader
- provide reasoned justifications for their views

Key themes: family, resilience, honesty, trust, selflessness, friendship, discrimination, prejudice, education, equal opportunities.

Key vocabulary: al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho

Intended Knowledge

Can identify and discuss themes and conventions.

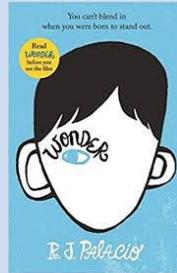
Can make comparisons within and across a text

Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures

understand what they read by:

- 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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that 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
- discuss how language, structure and presentation contribute to meaning
- participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
- discuss and evaluate how authors use language, considering impact on the reader
- provide reasoned justifications for their views

Summer 13  
weeks



Key themes: isolation, friendship, kindness, courage, coming of age, principals

Key vocabulary: cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome

Intended Knowledge

maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction  
increasing their familiarity with a wide range of books, including modern fiction

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- discuss and evaluate how authors use language, including figurative language, considering

understand what they read by:

- 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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

### Reading - word reading

#### Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.