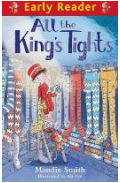

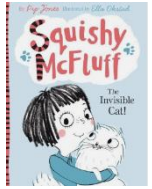





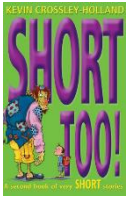


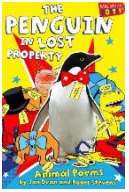
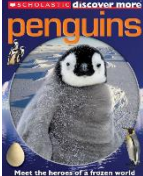





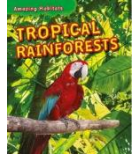
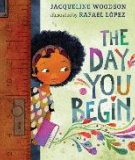
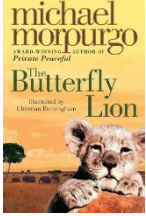
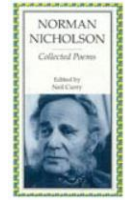


Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts												
Genre of text	Fiction	Traditional tales	Non-fiction	Fiction	Poetry	Fiction	Fiction	Fiction	Non-fiction	Fiction	Fiction	Traditional tales
Suggested Phase 1 Text(s)	Others in the Oxford University Press Traditional Tales series	Very Little Sleeping Beauty / Prince Cinders, Babette Cole	Look Inside Caves / Other non-fiction texts on ponds	The Invisible Boy, Trudy Ludwig / The Only Way is Badger, Stella J.Jones	Boo! Haiku / Poems about Animals, chosen by Brian Moses	Dougal's Deep Sea Diary	Beware of Girls / Beware of Teachers	Wanted The Perfect Pet / Voices in the Park, Anthony Browne	Jellyfish / Starfish both from the same series	The Owl Who Was Afraid of the Dark, Jill Tomlinson	Traction Man / Supertato	Other Traditional Tales / The Wolf's Story, Toby Forward
Focus	Looking at vocabulary and images to support the understanding of a story.	Re-telling a traditional tale with small children as the characters.	Analysing the organisation and layout of a non-fiction text, considering the contents, index and glossary.	Picture book focused on the theme of being different.	Focus on structure of haiku poems.	Engaging story with beautiful illustrations and humour.	A twist on fairy tale with predictable patterns.	A story told from two characters' points of view.	Information text organised into sections.	A funny story with a surprising twist at the end.	Superhero adventure story similar to Traction Man (covered in Spring 2 English).	Classic story with a modern twist.
Reading curriculum	<ul style="list-style-type: none"> <li>Read the text independently, accurately reading words of two or more syllables that contain the same graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>Read most words accurately, using sounding and blending to build fluency and confidence</li> <li>Sequence events.</li> </ul>	<ul style="list-style-type: none"> <li>Read the key words and clarify.</li> <li>Introduced to different structures, using the front cover and contents page to predict.</li> </ul>	<ul style="list-style-type: none"> <li>Read most words accurately without overt sounding and blending.</li> <li>Make inferences on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>Explore polysyllabic words and strategies for decoding them.</li> <li>Identify tricky words and discuss their</li> </ul>	<ul style="list-style-type: none"> <li>Reading and re-reading favourite parts of the text.</li> <li>Discuss sequence of events and how they are related.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text with attention to challenging words.</li> <li>Understand the structure of the</li> </ul>	<ul style="list-style-type: none"> <li>Introduce difficult vocabulary and identify tricky GPCs and suffixes.</li> <li>Build independent reading and group reading.</li> </ul>	<ul style="list-style-type: none"> <li>Read independently and re-read to identify evidence</li> <li>Use headings and organisational features to predict.</li> </ul>	<ul style="list-style-type: none"> <li>Read independently.</li> <li>Discuss the sequence of events and plot development.</li> <li>Make inferences on what is being said and done.</li> <li>Predict how the</li> </ul>	<ul style="list-style-type: none"> <li>Read the text independently and fluently.</li> <li>Create a story map and timeline of events.</li> <li>Explore the use of noun</li> </ul>	<ul style="list-style-type: none"> <li>Read independently and with a partner. Read aloud with fluency and expression.</li> <li>Retelling a wider range of</li> </ul>

	<ul style="list-style-type: none"> <li>Clarify vocabulary and draw on what they already know or on background information.</li> <li>Predict what might happen and how the story will develop.</li> <li>Make inferences on characters' feelings and discuss how they change.</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with the retelling of familiar stories. Use story maps to support.</li> <li>Discuss favourite words and phrases.</li> <li>Predict what might happen next.</li> </ul>	<ul style="list-style-type: none"> <li>Answer and ask questions based on vocabulary and background information.</li> </ul>	<p>what is being said and done.</p> <ul style="list-style-type: none"> <li>Predict the story based on inferences made.</li> <li>Identify the main theme of the story.</li> </ul>	<p>meaning .</p> <ul style="list-style-type: none"> <li>Performing haikus after learning them by heart.</li> <li>Discuss features of a haiku.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how we can make inferences from the pictures .</li> <li>Summarising what makes the book funny.</li> </ul>	<p>plot and how it differs.</p> <ul style="list-style-type: none"> <li>Exploring the character of the wolf.</li> <li>Identify tricky vocabulary and clarify meaning.</li> <li>Using knowledge of traditional tales to understand the story.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events.</li> <li>Make inference on what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Use background information to make sense of the new text.</li> <li>Identify where we get information from.</li> </ul>	<p>story will end and revisit these predictions at the end.</p>	<p>phrases and how they contribute to the characters</p> <ul style="list-style-type: none"> <li>Make link to other texts.</li> <li>Discuss characters and inferring.</li> <li>Predict plot based on clues.</li> </ul>	<p>traditional tales.</p> <ul style="list-style-type: none"> <li>Complete comprehension questions based on the text.</li> <li>Predicting what might happen.</li> <li>Make inference, identifying how the character differ from the original tale.</li> </ul>
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Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Progression of core texts	All The King's Tights 	Welcome to the Rockpool 	Squishy McFluff 	Once Upon a Wild Wood 	Out for the Count 	Generic individual study 	So You Want To Be An Owl 	The Pea and the Princess 	Eye Popping Plant Part Facts 	In Your Dreams in Short Too! 	Birdsong 
Genre of text	Fiction	Non-fiction	Fiction	Traditional tales	Fiction	Informal book club based on children's choices	Fiction	Traditional tales	Non-fiction	Fiction	Fiction
Suggested Phase 1 Text(s)	Other books in the Early Reader collections / Other traditional tales	Living Things and their Habitats series (Welcome to the Garden, Pond)	More in the Squishy McFluff series / Diary of a Killer Cat, Anne Fine	Other traditional tales	Other texts by Anne Fine	N/A	Interview with a Tiger, Andy Seed / The Owl Tree, Jenny Nimmo	Beware of Boys, Tony Blundell / Snow White: Stories around the World	Others in the Body Bits series	Others in the Short collection	Other texts by Katya Balen eg. The Light in Everything
Focus	Short humorous chapter story to build stamina and bridge from picture books to novels.	Information book with lots of organisational and presentation features.	Simple, funny chapter book part of a wider series.	Characters from numerous fairy tales together in one story.	Short chapter book related to realistic experiences.	Share favourite texts and develop a positive attitude to reading.	Funny book that uses question-and-answer style.	Alternative version of a traditional tale from the pea's point of view.	Information text with a combination of cartoons, photographs and diagrams.	Story consists of individual words separated by commas and full stops. A challenging book that requires the reader to make connections.	Challenging chapter book on the poignant theme of friendship and the power of nature.
Reading curriculum	<ul style="list-style-type: none"> <li>Strategy check and attention to new words in the text.</li> <li>Increase familiarity with a wide range of traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the organisation of the whole book, page and text within a page.</li> <li>Use glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Apply growing knowledge of prefixes to read (e.g. 'un')</li> <li>Identify themes and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Make links with a number of fairy tales.</li> <li>Recognise and describe different types</li> </ul>	<ul style="list-style-type: none"> <li>Explore chapter structures and titles, analysing how time structures the story.</li> <li>Generate</li> </ul>	<ul style="list-style-type: none"> <li>Share and talk to others about books of their choice.</li> <li>Choose to read a book recommended</li> </ul>	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes to read aloud and</li> </ul>	<ul style="list-style-type: none"> <li>Strategy check to make sense of the text.</li> <li>Predict using images from the book and link to other</li> </ul>	<ul style="list-style-type: none"> <li>Practise using a variety of strategies to break tricky words with unusual GPCS down.</li> </ul>	<ul style="list-style-type: none"> <li>Read a story written in single words.</li> <li>Predict from the title and a selection of words.</li> <li>Discuss the storyline and clarify</li> </ul>	<ul style="list-style-type: none"> <li>Explore the overarching theme of music.</li> <li>Echo read to focus on intonation, expression and tone to contribute understanding and meaning.</li> <li>Linking key evidence in text to predict, analyse characters and identify key plot points.</li> <li>Clarify unknown vocabulary.</li> </ul>

<ul style="list-style-type: none"> <li>• Match themes and conventions from known stories to the text.</li> <li>• Clarifying new vocabulary.</li> <li>• Predicting the actions of the main character.</li> <li>• Identify main ideas drawn across paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>• s and dictionaries to check meaning of words.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Scan and retrieve key information.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries to check meaning.</li> <li>• Draw inference on character's feelings, thoughts and motives from their actions.</li> <li>• Justify inference with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding of plot and references to other stories.</li> <li>• Ask and answer questions to secure understanding.</li> <li>• Infer and predict using what they already know about the characters and plot.</li> <li>• Discuss the text with others and explain own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• question about the text to improve their understanding.</li> <li>• Predict and infer from background knowledge.</li> <li>• Summarise the entire text.</li> </ul>	<ul style="list-style-type: none"> <li>• d by another child.</li> <li>• Participate in discussions about books.</li> <li>• Share verbal and written book reviews.</li> <li>• Ask questions to gain a better idea of whether they would like it.</li> </ul>	<ul style="list-style-type: none"> <li>• understands meaning of new words.</li> <li>• Read books that are structured in different ways.</li> <li>• Discuss words and phrase that capture the reader's interest.</li> <li>• Use vocabulary to predict what might happen.</li> <li>• Summarise main ideas across paragraphs.</li> <li>• Identify how language, structure and</li> </ul>	<ul style="list-style-type: none"> <li>• versions of the story.</li> <li>• Summarise differences between the texts.</li> <li>• Describe, justify and infer characters' thoughts, feelings and motives.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the layout and variety of devices that make the information engaging.</li> <li>• Use dictionaries to check the meaning of words.</li> <li>• Practise reading with fluency and expression, echo reading the information text.</li> <li>• Ask and answer question, retrieving key information.</li> </ul>	<ul style="list-style-type: none"> <li>• how individual words fit in.</li> <li>• Identify which words capture the reader's interest and imagination.</li> <li>• Infer from individual words and identify how language contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict and re-predict throughout the text.</li> <li>• Summarise plot developments across chapters and consider evidence on characters through discussion.</li> </ul>
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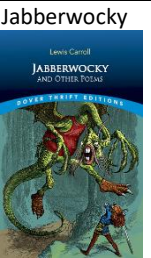




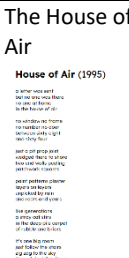
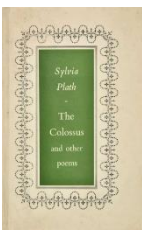

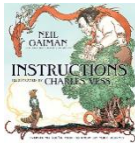
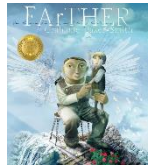
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Progression of core texts	The Penguin in Lost Property 	Penguins  	The Cat, the Dog, Little Red, the Exploding Eggs etc. 	Generic individual study 	The Frozen Man 	The Julian Stories 	Tropical Rainforests 	The Day You Begin 	The Butterfly Lion 	Weeds 	The Story of Anne Frank 	The Lion and the Unicorn 
Genre of text	Poetry	Non-fiction	Traditional tales	Informal book club based on children's stories	Poetry	Fiction	Non-fiction	Fiction	Fiction	Poetry	Non-fiction	Fiction
Suggested Phase 1 Text(s)	Other poems in the collection	Non-fiction books about Antarctica	Other fairy tales	N/A	Poems for Nine Year Olds and Younger, Kit Wright / The Words KS2 chosen by Pie Corbett	Horrid Henry / Charlie and Lola	Other non-fiction texts on Rainforests / Oceans (Amazing Habitats)	Gregory Cool / Something Else	The Amazing Story of Adolphus Tips	Information texts on plants	DK Life Stories Anne Frank	Friend or Foe / Hitler's Canary / Non-fiction books on WW2
Focus	A collection of humorous poems about animals written by two poets.	Information text with bitesize sections that include images and factfiles.	A spin on a fairy tale hilariously narrated by two characters.	Share favourite texts and develop a positive attitude to reading.	Poem that includes powerful imagery and poetic language.	A collection of stories with lyrical imagery about children and their antics.	Organised information book that includes a quiz and suggestions for further reading.	Focuses on feeling different, linking personal experience to develop inference and empathy.	Introduced to more complex plot structure and themes.	Persuasive poem with challenging language.	Events are presented chronologically in an easy to read style, using contents, glossary and information boxes.	A multi-layered story on the themes of loneliness, overcoming fears, being different and friendship during WW2.
Reading curriculum	<ul style="list-style-type: none"> <li>Read a range of poems of different types and forms.</li> <li>Practise reading aloud and learn a poem by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Reading in a group, including tricky exception words.</li> <li>Read books that are structured in different</li> </ul>	<ul style="list-style-type: none"> <li>Read a story that centres on a story being told through a conversation between</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss poetry, looking at structure and layout.</li> <li>Read poems aloud indepe</li> </ul>	<ul style="list-style-type: none"> <li>Explore polysyllabic words and strategies for decoding them.</li> <li>Identify tricky words and</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of connected short stories about family relationships.</li> <li>Discuss similes</li> </ul>	<ul style="list-style-type: none"> <li>Read some sections in detail to gain a deeper understanding</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from detail implied on the main character</li> </ul>	<ul style="list-style-type: none"> <li>Read books with a multi-layered plot structure</li> <li>Use dictionaries to check the</li> </ul>	<ul style="list-style-type: none"> <li>Read, learn, interpret and perform a poem to indicate the speaker's feelings and make the</li> </ul>	<ul style="list-style-type: none"> <li>Read a biography with typical non-fiction layout features</li> <li>Use the glossary to discuss</li> </ul>	<ul style="list-style-type: none"> <li>Read information books based on the topic of WW2.</li> <li>Explore the transformation of main character through</li> </ul>


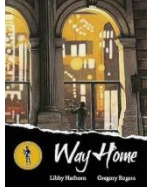


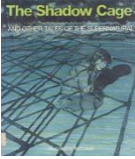

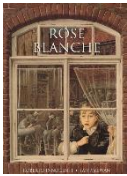

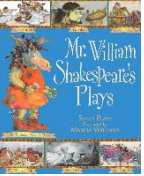
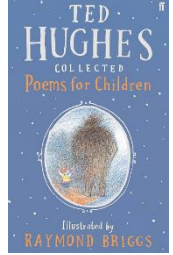
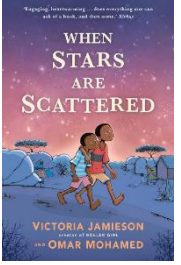
<ul style="list-style-type: none"> <li>Clarify new words from the poem and use in different contexts.</li> <li>Discuss and build on previous knowledge on poems (e.g. form, verse).</li> <li>Infer characters' feelings, thoughts and motive and justify with evidence.</li> <li>Predict what might happen from details and what can be implied.</li> <li>Analyse structure through the stanzas.</li> </ul>	<ul style="list-style-type: none"> <li>ways and read for a range of purposes.</li> <li>Clarify unknown words by word association and putting them into context.</li> <li>Look at the layout and overall text, exploring the links between writing and pictures.</li> <li>Retrieve and record information and new facts.</li> </ul>	<ul style="list-style-type: none"> <li>two character.</li> <li>Read aloud and orally retell to improve fluency and explore the unconventional 'flip' of the tale.</li> <li>Discuss similarities and differences between superheroes and fairy tales.</li> <li>Ask question and infer.</li> <li>Predict from the front and back cover.</li> <li>Identify how the structure and presentation contribute to meaning.</li> <li>Participate in</li> </ul>	<ul style="list-style-type: none"> <li>ndently and in groups.</li> <li>Explore imagery, personification and similes created by words and phrase.</li> <li>Recognise free verse and layout.</li> <li>Explore the poem in two contrasting parts.</li> <li>Summarise a section of the poem in a phrase.</li> </ul>	<ul style="list-style-type: none"> <li>discuss their meaning.</li> <li>Performing haikus after learning them by heart.</li> <li>Discuss features of a haiku.</li> </ul>	<ul style="list-style-type: none"> <li>that create imagery.</li> <li>Clarify words and phrases in the context of the story.</li> <li>Infer characters' thoughts, feelings and motives and use these to explore family relationships.</li> <li>Predict what might happen.</li> <li>Summarise a character.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on how specific words contribute to meaning.</li> <li>Retrieve and record information, gathering information and using diagrams to support answers.</li> <li>Create diagrams to demonstrate understanding of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions and discuss these.</li> <li>Clarify the text through questioning.</li> <li>Infer characters' thoughts, motives feelings at different parts of the story.</li> <li>Explore the concepts of difference and prejudice in the context of the book.</li> <li>Link texts that explore a similar theme and discuss their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>meaning of words.</li> <li>Explore the themes of friendship and promises.</li> <li>Explain the meaning of words to deepen understanding of the historical context of the story.</li> <li>Be able to track changes in setting, time and narrator.</li> <li>Discuss resolution of the story referring back to initial response.</li> <li>Infer characters' feelings, thoughts and motives from</li> </ul>	<ul style="list-style-type: none"> <li>content clear.</li> <li>Looking at poet's language choices and express likes and dislikes.</li> <li>Clarify unfamiliar words or words used in an unfamiliar context.</li> <li>Explore how the poet feels about the subject, using evidence from the text.</li> <li>Summarise the content and purpose of each stanza and generalise the poem's message.</li> <li>Discussing how words and phrases contrast and imply opinions.</li> <li>Retrieve and record information from</li> </ul>	<ul style="list-style-type: none"> <li>unfamiliar or technical words.</li> <li>Write and answer questions, identifying where the information can be found.</li> <li>Discuss evidence that something is wrong or abnormal.</li> <li>Predict what might happen.</li> <li>Create a timeline based on the events.</li> <li>Discuss understanding of the events and create personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>interactions with other character and pivotal event.</li> <li>Explore themes such as fear, courage, loneliness, bullying.</li> <li>Collect words that show character's feelings at different points.</li> <li>Use pictures to make predictions.</li> <li>Work in pairs to share ideas.</li> </ul>
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			discussion about a text.						actions and justify with evidence <ul style="list-style-type: none"><li>• Summarise sections.</li></ul>	non-fiction. <ul style="list-style-type: none"><li>• Discuss in pairs and groups.</li></ul>		
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Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	The Promise 	DKfindout! Pirates 	Jabberwocky 	The Stranger 	Bluebottle 	The Fib and Other Stories (A Thief in the Village) 	The Viewer 	The House of Air 	Mushrooms 	Generic author study (Phillip Reeve) 	Instructions 	FARThER 
Genre of text	Fiction	Non-fiction	Poetry	Fiction	Poetry	Fiction	Fiction	Poetry	Poetry	Fiction	Poetry/picture book	Fiction
Suggested Phase 1 Text(s)	The Man Who Planted Acorns / A Child's Garden: A Story of Hope, Michael Foreman	Treasure Island / Other non-fiction books on Pirates	Other nonsense poetry by Spike Milligan, Roald Dahl, Edward Lear	There Came a Day, Ted Hughes / The Frozen Man, Kit Wright	The Silly Book of Weird and Wonderful Words, Andy Seed	Other stories from both collections	Non-fiction books on ancient civilisations or historical events	The Listeners, Walter de la Mare / Other poems by Phillip Gross	Non-fiction texts on fungi	Phillip Reeve & Sarah McIntyre texts	Myths and legends	Daedalus and Icarus myth / Non-fiction texts on flying inventors
Focus	A picture book exploring themes on the environment.	Information text with interactive facts, illustrations, text and images.	Nonsense poem focussing on clarification and understanding of etymology.	A mysterious book where you need to hunt for clues.	Mystery poem that keeps you guessing until the end.	A collection of stories set in the 1950s that have an element of humour.	Uses evocative vocabulary and unsettling illustrations to show the dark side of history.	Challenging poem with lots of puzzles to solve.	Explores personification and poet's language choices on a theme or message.	Support breadth and depth of reading, making links across books.	Illustrated to guide reader through magic and wonder.	Emotional picture book about relationships between father and son.
Reading curriculum	<ul style="list-style-type: none"> <li>Read similar stories told in different ways.</li> <li>Identify and choose themes and justify choices.</li> <li>Compare different books' treatment</li> </ul>	<ul style="list-style-type: none"> <li>Read a wide range of non-fiction books.</li> <li>Apply knowledge of root words, prefixes and suffixes to clarify words</li> </ul>	<ul style="list-style-type: none"> <li>Use etymological dictionaries to think of word derivations and make links to nonsense words.</li> <li>Learn and perform</li> </ul>	<ul style="list-style-type: none"> <li>Explore dictionary definitions and own definitions of the word 'stranger'.</li> <li>Making links with</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss riddles.</li> <li>Clarify vocabulary and what the poem is about.</li> <li>Use sections of the poem to predict what</li> </ul>	<ul style="list-style-type: none"> <li>Read an increasingly wide range of fiction from other cultures and traditions.</li> <li>Make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of morphology and etymology to read aloud and understand new words.</li> </ul>	<ul style="list-style-type: none"> <li>Read and clarify tricky words.</li> <li>Read with fluency and expression to make meaning.</li> <li>Explain how challenging words</li> </ul>	<ul style="list-style-type: none"> <li>Clarify tricky words.</li> <li>Investigate the use of personification and how this attributes characteristics, and suggests</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction.</li> <li>Recommended books using book reviews, displays or presentations.</li> <li>Identify common themes</li> </ul>	<ul style="list-style-type: none"> <li>Become increasingly familiar with a number of traditional tales.</li> <li>Recognise and discuss recurring themes</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the theme/message of the story by grouping words from the text.</li> <li>Compare what is told about a character</li> </ul>

	<p>of the same theme.</p> <ul style="list-style-type: none"> <li>Identify the role of characters in the main theme.</li> </ul>	<p>and parts of the text that don't make sense.</p> <ul style="list-style-type: none"> <li>Read books structured in different ways to find out information.</li> <li>Explain the layout of pages.</li> <li>Retrieve, record and present information.</li> </ul>	<p>Jabberwocky with expression and gesture.</p> <ul style="list-style-type: none"> <li>Use knowledge of syntax in the English language and recognition of the function of word classes to work out meaning.</li> </ul>	<p>other texts of a similar theme.</p> <ul style="list-style-type: none"> <li>Identify and use clues from the text and images to piece a plausible theory.</li> <li>Predict what might happen next.</li> <li>Participate in discussions, challenging others' views.</li> <li>Justify a theory referencing evidence.</li> </ul>	<p>might happen.</p> <ul style="list-style-type: none"> <li>Discuss how the poet uses language, including figurative language.</li> </ul>	<p>within and across books and stories.</p>	<ul style="list-style-type: none"> <li>Make inferences on characters and what this implies for the narrative.</li> <li>Use knowledge of the genre to predict what might happen.</li> <li>Notice how the sense of foreboding is built, exploring the illustrations.</li> <li>Focus on nuanced vocabulary choices.</li> <li>Discuss and justify opinion.</li> </ul>	<p>and phrases are used, looking at the context and considering their effects.</p> <ul style="list-style-type: none"> <li>Provide reasoned justification to how meaning is built through the poem.</li> </ul>	<p>motivation for actions.</p> <ul style="list-style-type: none"> <li>Explore words and phrases that suggest strengths and weaknesses.</li> <li>Discuss how personification creates mood and conveys a message.</li> <li>Discuss responses in pairs and groups.</li> </ul>	<p>within and across books.</p> <ul style="list-style-type: none"> <li>Use knowledge from one book to predict what might happen in other books.</li> </ul>	<p>and motifs in fairy tales and myths.</p> <ul style="list-style-type: none"> <li>Memorise a section of the poem using repetition, actions or making notes.</li> <li>Read aloud and perform a poem.</li> <li>Use illustrations alongside text to make meaning, drawing upon other stories.</li> </ul>	<p>and what is shown.</p> <ul style="list-style-type: none"> <li>Draw inference through the character's relationship and actions.</li> <li>Focus on author's word choices and the effect of these.</li> <li>Justify viewpoint through discussion.</li> </ul>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Progression of core texts	The Apple-Raid 	Way Home 	A Drove of Bullocks  Varmints (part one) 	Guess (and other tales of the supernatural)  Silver 	Rose Blanche 	Generic author study (Onjali Rauf) 	Mr William Shakespeare's Plays 	Work and Play 	When Stars are Scattered 		
Genre of text	Poetry	Fiction	Non-fiction	Fiction	Poetry	Fiction	Fiction	Fiction	Playscript	Poetry	Graphic novel
Suggested Phase 1 Text(s)	Other poems by Vernon Scannell (Nettles, Hide and Seek)	The Garbage King, Elizabeth Laird	A Crackle of Crickets	Aesop's Fables / Watership Down	Other tales from the collection (Beckoned)	Other poems on colours	The Boy in the Striped Pyjamas / Once, Morris Gleitzman	The Boy at the Back of Class	Other plays in the collection	Other poems in the collection / Non-fiction text on swallows	The Silence Seeker, Ben Morley / The Day War Came, Nicola Davies & Rebecca Cobb
Focus	Describes how senses relate to memory and life events.	Picture book telling the story of a homeless boy. Illustrations add to the sense of loneliness.	Beautiful book based on collective nouns.	Thought-provoking book on few but well-chosen words.	Collection of short stories about the supernatural.	Short and simple poem with archaic words.	Presents an aspect of The Holocaust through the eyes of a German child.	Support breadth and depth of reading, making links across books.	Best known plays presented in three different ways.	Contrast the work of the birds and the play of the people.	Retells the true story of two refugee boys in Kenya.
Reading curriculum	<ul style="list-style-type: none"> <li>Read poetry and biography, finding out about the poet's life.</li> <li>Examine language choice to infer the poet's view and events from clues.</li> </ul>	<ul style="list-style-type: none"> <li>Check the text makes sense, discuss understanding and meaning of words in context.</li> <li>Ask question to improve</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of morphology and etymology to understand the meaning of new words.</li> <li>Clarify tricky words in context and</li> </ul>	<ul style="list-style-type: none"> <li>Identify the book's message and make links between other texts.</li> <li>Note things that puzzle or interest them</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some of the conventions of stories with ghosts and supernatural elements.</li> <li>Compare two different texts.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify archaic words.</li> <li>Increase familiarity of texts from our literary heritage.</li> <li>Use pictures and visualis</li> </ul>	<ul style="list-style-type: none"> <li>Draw upon background historical knowledge to gain understanding of the theme.</li> <li>Think about changes in the</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction.</li> <li>Recommend books using book reviews,</li> </ul>	<ul style="list-style-type: none"> <li>Use different strategies to work out unfamiliar words including archaic forms used by Shakespeare.</li> <li>Learn the plots of some of the best</li> </ul>	<ul style="list-style-type: none"> <li>Read a wide range of poems.</li> <li>Use dictionaries and other strategies to clarify the poem's message.</li> <li>Explore the images created in the poem, looking at the patterns</li> </ul>	<ul style="list-style-type: none"> <li>Read a graphic novel dealing with a complex story and challenging themes.</li> <li>Read a range of texts about refugees from different cultures.</li> <li>Compare, explore and order themes within the main text.</li> <li>Track the characters' feelings through the story and explore the reasons for these emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>Explore how language is used to build a sense of time and place, poet's views, events and shifts in time.</li> <li>Justify ideas using the text and biographical details from earlier.</li> </ul>	<ul style="list-style-type: none"> <li>understanding.</li> <li>Draw inference on characters' feelings, motives and actions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>consider synonyms.</li> <li>Generate question based on the text.</li> <li>Summarise and explain ideas for definitions of words.</li> </ul>	<ul style="list-style-type: none"> <li>about plot or presentation.</li> <li>Infer from text and images, using these to predict.</li> <li>Summarise the main mood, message and events and how and why these change.</li> <li>Justify views with reference to the text with a detailed response.</li> </ul>	<ul style="list-style-type: none"> <li>Ask question to probe puzzling elements.</li> <li>Infer information about a character through author's word choice.</li> <li>Provide a summary on the two key scenes using words from the text.</li> <li>Analyse how descriptions are developed to create contrasting atmospheres.</li> </ul>	<ul style="list-style-type: none"> <li>ation to work out trickier words.</li> <li>Give a title to represent an image or idea.</li> <li>Evaluate figurative language used by the poet (personification, sibilance, assonance).</li> <li>Participate in discussions and challenge others' views.</li> </ul>	<ul style="list-style-type: none"> <li>narrative.</li> <li>Consider the message of the book intended by the author and the illustrator.</li> <li>Infer, using evidence, to comprehend events, characters and their responses.</li> <li>Predict how the story might develop from looking at the book and understanding the character.</li> <li>Examine and consider the illustrations and their impact</li> </ul>	<ul style="list-style-type: none"> <li>display or presentations.</li> <li>Identify common themes within and across books.</li> <li>Use knowledge from one book to predict what might happen in other books.</li> </ul>	<ul style="list-style-type: none"> <li>known and referenced plays.</li> <li>Prepare and perform scenes from Shakespeare.</li> <li>Identify main events in stories and plays.</li> </ul>	<ul style="list-style-type: none"> <li>and contrasts.</li> <li>Presenting understanding of a stanza through film.</li> </ul>	
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