



'Journeying together with hope and aspiration'

Reading Writing Overview

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics program so that they catch up rapidly with their peers. At Parish, this would be 'Fresh Start' tutoring for Year 5 and 6 pupils. YARC assessments can be used to identify if children's difficulties are with: decoding, accuracy, reading speed or reading comprehension.

Year A	1	2	3	4	5	6
Reading for Pleasure	<p>In Years 5 and 6, reading for pleasure time will be used to continue reading the core text when reading instruction sessions may be focussed on other books within the identified book family. This is to ensure that children are given the opportunity to engage with whole texts. Books within the book family may also be read during this time.</p> <p>There must also be some opportunities throughout the year for children to select books to be shared and enjoyed as a class.</p>					
Poetry Spine:	Poetry Collection: Overheard in a Tower Block by Joseph Coelho	Poetry Form: Narrative	Poetry Form: Free Verse	Poetry Form: Figurative Language	Poetry Collection: Funky Chickens by Benjamin Zephaniah	Performance Poetry: Plastic Bag/The Last Rhino/Just One Straw Focus: Images and rhythm
Why this?	Engages with contemporary themes and social issues, promoting critical thinking.	Combines storytelling elements with poetic structure.	Allows for more complex ideas and varied structures, encouraging personal voice.	Deepens understanding of figurative language and its effects in poetry.	Introduces cultural context and diverse voices in poetry.	Develops skills in expressing imagery and rhythm through performance.
Why now?	Connecting poetry to real-life contexts enhances relevance and encourages students to engage with broader societal themes.	This form challenges students to explore deeper meanings and connections in storytelling through poetry.	This supports deeper exploration of themes and encourages independent thought.	Analysing figurative language enhances comprehension and critical interpretation of texts.	Engaging with varied perspectives promotes empathy and broader understanding of poetry's role in culture.	Enhancing auditory skills through performance fosters a greater appreciation for poetic structure and creativity.
NC Reading Outcomes	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of poetry. - reading poetry books that are structured in different ways and reading for a range of purposes. - increasing their familiarity with a wide range of poetry. - recommending poetry 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 poetry. - making comparisons within and across poetry. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none"> - checking that the poetry 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 verse/stanza, - identifying key details that support the main ideas. - identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>					
Instructional Texts:	Genre: Contemporary Fiction, fantasy, mystery	Genre: Adventure, Survival Fiction	Genre: Contemporary Fiction	Genre: Thriller, Spy Fiction	Genre: Historical Fiction (Black History), Coming of Age Author Study: Benjamin Zephaniah	Genre: Historical Fiction, Mystery, Adventure, Coming of Age
	Themes: Courage and resilience, isolation and connection, friendship and loyalty, coming of age, perception and reality.	Theme: Courage and Resilience, Friendship and Teamwork, Self-discovery and growth, the power of imagination, nature and exploration.	Themes: Acceptance and Kindness, Courage and Resilience, Friendship and Family, Identity and Self-Discovery, Empathy and Understanding	Themes: Neurodiversity, autism and acceptance, friendship and community, empathy and understanding, courage and self-advocacy, family dynamics.	Themes: Identity and belonging, racism and discrimination, family and community, cultural heritage, hope and resilience.	Themes: Courage and resilience, family and belonging, friendship, war and its impact, secrets and discovery.

<p>Core Text: The Boy in the Tower by Polly Ho-Yen</p> 	<p>Core Text: The Explorer by Katherine Rundell</p> 	<p>Core Text: Wonder by R.J.Palacio</p> 	<p>Core Text: A Kind of Spark by Elle McNicholl</p> 	<p>Core Text: (Fiction) Windrush Child by Benjamin Zephaniah</p> 	<p>Core Text: Letters from the Lighthouse by Emma Carroll</p> 
<p>Synopsis: When they first arrived, they came quietly and stealthily as if they tip-toed into the world when we were all looking the other way.</p> <p>Ade loves living at the top of a tower block. From his window, he feels like he can see the whole world stretching out beneath him. His mum doesn't really like looking outside - but it's going outside that she hates. She prefers to sleep all day inside their tower, where it's safe.</p> <p>Except it isn't any more. Strange plants have started to take over and tower blocks are falling down around them. Now Ade and his mum are trapped and there's no way out...</p>	<p>Synopsis: From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.</p> <p>As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.</p> <p>Except, it seems, someone has been there before them .</p>	<p>Synopsis: Auggie wants to be an ordinary ten-year-old. He does ordinary things. He feels ordinary - inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go. Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?</p>	<p>Synopsis: A Kind of Spark offers a first-person perspective of an autistic girl advocating for justice in her town. This swap introduces neurodiversity, empathy, and resilience—key skills for Year 5/6 pupils—and maintains narrative engagement through Addie's adventurous spirit.</p>	<p>Synopsis: Windrush Child was written by Benjamin Zephaniah and tells the story of a 10-year-old boy called Leonard.</p> <p>In 1958, Leonard travels with his mother from Jamaica to England to join his father. The novel follows Leonard as he struggles to adapt to life in Britain.</p>	<p>Synopsis: Letters from the Lighthouse is set during World War II. It's a story that is wrapped in mystery, secrecy and suspense. When Sukie goes missing, her brother and sister embark on a remarkable journey to find her. The children are evacuated from London to the countryside and it's there where young Olive and her brother Cliff will plunge into a mysterious, rollercoaster of an adventure to be reunited with their sister. Twists, turns, coded messages and conflicts prevail in this beautifully pitched story that provides a fine balance between sensitivity and adventure.</p>
<p>Book Families: Fiction War of the World (Usborne based on the novel by H.G. Wells)</p> <p>War of the Worlds Original Radio Broadcast</p> <p>Non-Fiction Fungarium- Royal Botanical Gardens</p> <p>Poetry Overheard in a Tower</p>	<p>Book Families: Fiction</p>	<p>Book Families: Fiction A Boy called Hope by Lara Williamson</p> <p>Non-Fiction A Kids Book about Disabilities by Kristine Napper</p>	<p>Book Families: Fiction</p> <p>Non Fiction</p> <p>Poetry</p>	<p>Book Families: Non Fiction Coming to England by Floella Benjamin Born on the Water by Nicole Hannah Jones</p> <p>Poetry Wicked World Poetry by Benjamin Zephaniah</p> <p>We are Britain by Benjamin Zephaniah</p> <p>Funky Chicken by</p>	<p>Book Families: Fiction Goodnight Mr Tom Letter from a Lighthouse by Emma Carroll Erika's Story</p> <p>Non-Fiction Skyward</p> <p>Poetry Poems from the Second World War by Gaby Morgan</p>

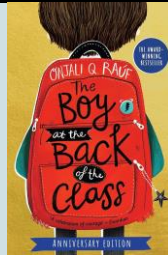
	Block by Joseph Coelho (One boy's experiences of growing up in a tower block) My Heart is a Poem by Various (Modern poetry about life experiences and feelings)				Benjamin Zephaniah	In Flanders Fields by John McCrae Blitz by Mary Désirée Anderson If by Rudyard Kipling
Why this?	Introduces themes of resilience in a dystopian setting, requiring critical thinking.	Combines adventure and survival themes, promoting narrative analysis and understanding of character growth.	Focuses on empathy and acceptance, enhancing comprehension of character development and emotional journeys.	Promotes understanding of neurodiversity, enhancing analytical skills in interpreting character experiences and societal themes.	Explores themes of migration and cultural identity, enhancing skills in analysing historical narratives and their relevance today.	Encourages critical thinking about history and narrative structure, enhancing comprehension of plot and character motivations.
Why now?	Develops comprehension of metaphor and complex narrative structure. Connects with emotional themes of fear and resilience, enhancing analytical skills through character experiences.	Builds on previous adventure narratives, enhancing students' abilities to identify and analyse plot structure and character dynamics.	Reinforces themes of identity and friendship, encouraging deeper analysis of character motivations and social issues.	Builds on identity themes from earlier texts, encouraging students to engage with complex social issues.	Connects with historical themes introduced earlier, improving students' ability to synthesise personal stories within broader contexts.	Reinforces historical themes, helping students analyse real-world events through fiction, encouraging empathy and understanding.
National Curriculum Outcomes:	<p>The objectives below should form part of daily reading instruction lessons. These are broken down (below) term by term in a suggested framework to ensure coverage and opportunities for consolidation in a teaching spiral.</p> <p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - read at an age-appropriate interest level with accuracy, automaticity and at a reasonable speaking pace. - prepare readings with appropriate intonation to show their understanding. - reading is supported by enjoyment and understanding of language. - 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 <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - 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 - 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 - 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 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 - 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 - provide reasoned justifications for their views					
Year 5	<p>Teaching Focus</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and Justifying inferences with evidence - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Identifying how language, structure and presentation contribute to meaning - Identifying and discussing themes and conventions in and across a wide range of writing <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 4) Retrieve, record and present information from non-fiction - Use contents pages and indexes to locate information. 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - Identifying and discussing themes and conventions in and across a wide range of writing. - Making comparisons within and across books - Predicting what might happen from details stated and implied - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Identifying and discussing themes and conventions in and across a wide range of writing <p>Consolidation</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - Making comparisons within and across books - Predicting what might happen from details stated and implied - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Learning a wider range of poetry by heart - Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. <p>Consolidation</p> <ul style="list-style-type: none"> - 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 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - Identifying how language, structure and presentation contribute to meaning. - Retrieve, record and present information from non-fiction - Distinguish between statements of fact and opinion - 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Year 6	<p>Teaching Focus</p> <ul style="list-style-type: none"> - identifying and discussing themes and conventions in and across a wide range of writing - provide reasoned justifications for their views. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how language, structure and presentation contribute to meaning - 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 - making comparisons within and across books - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Consolidation</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - 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Year B	1	2	3	4	5	6
Reading for Pleasure	In Years 5 and 6, reading for pleasure time will be used to continue reading the core text when reading instruction sessions may be focussed on other books within the identified book family. This is to ensure that children are given the opportunity to engage with whole texts . Books within the book family may also be read during this time. There must also be some opportunities throughout the year for children to select books to be shared and enjoyed as a class.					
Poetry Spine:	Poetry Form: Narrative "Little Freak" Literacy Shed Little Freak - Award winning Shortfilm - YouTube	Poetry Form: Free Verse	Classic Poetry: Invictus by William Ernest Henley	Performance Poetry: Built in Obsolescence/ Conversation with a Tree Focus: pitch, volume, pace, expression, pauses and actions	Poetry Form: Sonnets	Classic Poetry: The Raven by Edgar Allan Poe
Why this?	Further engages students with complex themes and character development.	Encourages continued exploration of personal expression and thematic development.	Introduces powerful themes of resilience and determination.	Encourages mastery of various performance techniques for effective delivery.	Introduces more complex poetic structures and themes.	Engages with darker themes and complex language.
Why now?	It allows for deeper analysis and exploration of narrative techniques within poetry.	Supporting independent thought and expression at this stage enhances critical analysis skills.	Engaging with such themes encourages students to reflect on personal strength and character development.	This fosters confidence in students' abilities to perform poetry dynamically and expressively, enhancing engagement.	Exploring sonnets allows students to engage with traditional forms and themes of love, nature, and mortality, enhancing literary appreciation.	This introduces students to more sophisticated literature, enhancing their critical thinking and comprehension skills in analysing tone and mood.
NC Reading Outcomes	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of poetry. - reading poetry books that are structured in different ways and reading for a range of purposes. - increasing their familiarity with a wide range of poetry. - recommending poetry 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 poetry. - making comparisons within and across poetry. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none"> - checking that the poetry 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 verse/stanza, - identifying key details that support the main ideas. - identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>					
Instructional Texts:	Genre: Historical Fiction, Mystery	Genre: Adventure, mystery, coming of age.	Genre: Contemporary Fiction	Genre: Fantasy, Adventure	Genre: Tragedy, Drama	Genre: Fantasy, adventure, mystery
	Themes: Identity and self-discovery, friendship and loyalty, courage and resilience, society and acceptance.	Themes: Friendship and loyalty, fate and free will, family and legacy, justice and injustice, perseverance and resilience. .	Themes: Friendship and kindness, empathy and understanding, refugee experience, courage and resilience, social justice.	Themes: Imagination and creativity, friendship and loyalty, courage and resilience, the search for belonging, good vs evil.	Themes: Ambition and Power, fate vs free will, guilt and conscience, the supernatural, appearance vs reality, violence and corruption.	Themes: Friendship and loyalty, courage and bravery, identity and self discovery, the power of myths and legends, good vs evil.
	Core Text: Wild Boy by Rob Lloyd Jones	Core Text: Holes by Louis Sachar	Core Text: The Boy at the Back of the Class by Onjali Q. Rauf	Core Text: The Nowhere Emporium by Ross MacKenzie	Core Text: Macbeth (A Shakespeare Story) by Andrew Matthews	Core Text: Malamander by Thomas Taylor



Synopsis: A fiendishly pacy mystery-adventure story set in the seamy, smoggy underworld of Victorian London.

BEHOLD THE SAVAGE SPECTACLE OF THE WILD BOY! London, 1841. A boy covered in hair, raised as a monster, condemned to life in a travelling freak show. A boy with an extraordinary power of observation and detection. A boy accused of murder; on the run; hungry for the truth. Behold the savage spectacle of Wild Boy. Ladies and Gentlemen, take your seats. The show is about to begin!

Synopsis: Stanley Yelnats' family has a history of bad luck, so he is not entirely surprised when a miscarriage of justice sends him to the Camp Green Lake Juvenile Detention Centre in the middle of the Texan desert. There is in fact no lake there at all and not much green either. Stanley soon discovers that his work at the camp will be to dig a deep hole each day, and to report back about anything he finds there. Stanley gets to work - but he soon discovers there's more to the task he's been given than merely an exercise in character-building.

This witty, inventive and utterly compelling novel from Louis Sachar is a must-read for children and adults too. A deft mixture of seriousness and humour, it is told in a direct, simple style that belies the clever construction of Sachar's powerful narrative.

Synopsis: On a perfectly ordinary school day, something extraordinary happens: a boy with pale skin, lion eyes and a tattered red rucksack walks in. Unable to speak English and seated at the back of the class, Ahmet 'the refugee kid' becomes the perfect target for bullies and rumours alike.

But Ahmet has also captured the attention and empathy of a fellow classmate, who will do anything to help him find his family. Even if that involves a plan - or five, and the Queen herself!

Synopsis: When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment.

Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. Can Daniel save his home, and his new friends, before the Nowhere Emporium is destroyed forever?

Synopsis: Out, damned spot! A brilliant retelling of this classic tale of witches, murder and madness. With Notes on Shakespeare and the Globe Theatre and Evil in Macbeth. The tales have been retold using accessible language and with the help of Tony Ross's engaging black-and-white illustrations, each play is vividly brought to life allowing these culturally enriching stories to be shared with as wide an audience as possible.

Synopsis: Herbert Lemon, Lost-and-Founder at the Grand Nautilus Hotel, knows that returning lost things to their rightful owners is not easy -- especially when the lost thing is not a thing at all, but a girl. No one knows what happened to Violet Parma's parents twelve years ago, and when she engages Herbie to help her find them, the pair discover that their disappearance might have something to do with the legendary sea-monster, the Malamander. Eerie-on-Sea has always been a mysteriously chilling place, where strange stories seem to wash up. And it just got stranger...

Book Families:

Fiction:

Wild Boy and the Black Terror by Rob Lloyd

Non-Fiction:

(Voices) Son of the Circus: A Victorian Circus
Children who Changed World by Marcia

Book Families:

Fiction

Small Steps by Louis Sachar

Non-Fiction

Colours of the World: Red Planet by Moira Butterfield
Ancient Wonders (Flying Eye)

Book Families:

Fiction

The Stars that Scatter (Graphic Novel)

Non Fiction

Book Families:

Fiction:

The Elsewhere Emporium By Ross MacKenzie
The Otherwhere Emporium By Ross MacKenzie
Harry Potter Series by JK Rowling

Book Families:

Fiction

A Stage Full of Shakespeare Stories: 12 Tales from the world's most famous playwright by Angela McAllister

Non-Fiction

What's so special about

Book Families:

Fiction:

Non-Fiction

	Williams For Every Child by Unicef (Caroline Casle)			<u>Non-Fiction</u>	William Shakespeare? by Michael Rosen Shakespeare for Everyone by Emma Roberts and Sarah Tannat-Jones	
Why this?	Introduces themes of identity and belonging, enhancing skills in understanding character development and societal norms.	Combines mystery and adventure, improving analytical skills in connecting multiple storylines.	Promotes empathy and social awareness, enhancing comprehension of character motivations and societal issues.	Blends fantasy and mystery, enhancing creativity and imagination while developing analytical skills.	Introduces classic literature, enhancing understanding of themes, plot structure, and character motivations.	Combines elements of mystery, fantasy, and adventure, developing analytical and interpretive skills.
Why now?	Builds on prior themes of adventure and self-discovery, reinforcing students' comprehension and analytical skills.	Builds on previous experiences with mystery and adventure, enhancing students' abilities to infer and predict plot outcomes.	Reinforces social themes seen in <i>Windrush Child</i> , helping students analyse and discuss important social issues.	Builds on adventure themes seen throughout the spine, encouraging synthesis of ideas and themes	Builds on previous learning about character complexity and themes of power, enhancing students' critical analysis skills.	Ties together themes of adventure and friendship explored throughout the spine, encouraging students to synthesise their learning experiences.
National Curriculum Outcomes	<p>The objectives below should form part of daily reading instruction lessons. These are broken down (below) term by term in a suggested framework to ensure coverage and opportunities for consolidation in a teaching spiral.</p> <p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - read at an age-appropriate interest level with accuracy, automaticity and at a reasonable speaking pace. - prepare readings with appropriate intonation to show their understanding. - reading is supported by enjoyment and understanding of language. - 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 <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - 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 - 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 - 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 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 - 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 - provide reasoned justifications for their views 					
Year 5	Teaching Focus - Asking questions to improve their understanding	Teaching Focus - Identifying and discussing themes and conventions in and	Teaching Focus - Making comparisons within and across books - Predicting what might	Teaching Focus - Identifying how language, structure and presentation contribute	Teaching Focus - Identifying how language, structure and presentation contribute	Teaching Focus - Explain and discuss their understanding of what they have read,

	<ul style="list-style-type: none"> - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and Justifying inferences with evidence - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Identifying how language, structure and presentation contribute to meaning - Identifying and discussing themes and conventions in and across a wide range of writing <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 4) Retrieve, record and present information from non-fiction - Use contents pages and indexes to locate information. 	<p>across a wide range of writing.</p> <ul style="list-style-type: none"> - Making comparisons within and across books - Predicting what might happen from details stated and implied - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Learning a wider range of poetry by heart - Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. <p>Consolidation</p> <ul style="list-style-type: none"> - 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 	<p>happen from details stated and implied</p> <ul style="list-style-type: none"> - Begin to provide reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - 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Year 6	<p>Teaching Focus</p> <ul style="list-style-type: none"> - identifying and discussing themes and conventions in and 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - retrieve, record and present information from non-fiction 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - discuss and evaluate how authors use language, including 	<p>Teaching Focus</p> <ul style="list-style-type: none"> - identifying how language, structure and presentation contribute 	<p>Consolidation</p> <ul style="list-style-type: none"> - identifying how language, structure and presentation contribute 	<p>Consolidation</p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings,

	<p>across a wide range of writing</p> <ul style="list-style-type: none"> - provide reasoned justifications for their views. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how language, structure and presentation contribute to meaning - 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 - making comparisons within and across books - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Consolidation</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> - predicting what might happen from details stated and implied - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - provide reasoned justifications for their views. <p>Consolidation</p> <ul style="list-style-type: none"> - (Yr 5) use contents pages and indexes to locate information. 	<p>figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - distinguish between statements of fact and opinion - 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