Malmesbury Park Primary School
Reading Masters Long Term Plan

Subject – Reading Masters
LEARNING SEQUENCE
• **EHCP & SEND Support refer to IEPs for the individual children.**
• **Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.**
• **Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.**

EYFS	Communication and Language (Listening, Attention and Understanding)	Communication and Language (Speaking)	Literacy (Comprehension)	Literacy (Word Reading)	Personal, Social and Emotional Development (Managing Self)
	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• . Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

YEAR 1					
	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1	The text has been selected to support the project, however, the focus is the reading skills to be taught. RSHE-How to be a great learner Text: Aliens Love Underpants	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Understand the process of Reading Masters and that it will remain the same across the year. • Sequencing the story • Developing awareness of the wants of a character	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary blurb bloomers delighted lurks elastic long johns
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Everyday Materials Text: Q Pootle 5	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary beginning middle end

			Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	earth earthling rocket booster
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Everyday Materials Text: Funnybones	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author beginning middle end cellar skull skeleton connected
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT-Structures-The Local Park Text: The Pet shop - Funnybones	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author cellar skeleton fed up bandy legs baldy four eyes
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Geography-My Local Area Text: The Jolly postman or other people's letters	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author traveller's cheque occupier nervously postal cackle nightingales frock thimble
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Geography-My Local Area	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title poem poets rhyme bobbing breakers guarded squeal

	Text: Seaside poems	• Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	site squirm million shingle canyon harbour
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Geography-My Local Area Text: Billy Goats Gruff	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author meadow fierce frightened halfway plank
Half Term					
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Autumn and Winter Text: Little Red Riding Hood	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author woodcutter village nightgown
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Autumn and Winter The Three Little Pigs	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author churn turnip roundabout
	The text has been selected to support the project, however, the	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	title author mole briny

	focus is the reading skills to be taught. Art-Autumn and Winter The Troll	• Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	herds strode
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Toys in Time Jack and the Beanstalk	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author wealth pity butcher widow seize pleaded disguised market exchange a night's lodging
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Toys in Time Goldilocks and the Three Bears	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author porridge just right
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Christmas-On a Starry night Usborne-The Christmas story	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author taxes knelt guard wise inn manager carpenter expecting

		Y1 Reading – comprehension			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Christmas-On a Starry night A Christmas Story-Brian Wildsmith	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	master mistress palace travelling promise refused flock bathed in light
Christmas Break					
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals Six Dinner Sid-Inga Moore	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb neighbours owners swanky
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals The Tiger who came to tea-Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals Oxford Owl-Perfect Pets (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	non-fiction information glossary contents loyal prey sheds

		• Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Art- Amazing Animals Discover and Share- Animal Homes (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents anemones camouflaged colony
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals The Snail and the Whale- Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb rhyme gaze dock flock
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals Rumble in the Jungle- Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author poet poem predict blurb poem rhyme rumble rustling ravenous
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science- Amazing Animals	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title author predict blurb tingling parcel primates

	Gorilla-Anthony Browne	- Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	- Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Art-Transport Duck in the Truck-Jez Alborough	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	title author predict character sequence blurb track rear strain
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Transport and Travel Captain Duck-Jez Alborough	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb character sequence compare moored shore restless
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Transport and Travel Sea Rescue-Deborah Chancellor (Non-fiction)	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents crew rescue emergency
	The text has been selected to support the project, however, the	Y1 Reading – comprehension Listen to and discuss a wide range of stories at a level beyond that at which they can read independently	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	- Sequencing the story - Developing awareness of the wants of a character	deck route sailors title

	focus is the reading skills to be taught. History-Transport and Travel The Hundred Decker Bus-Mike Smith	• Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	author predict blurb characters
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Transport and Travel Transport Poems-John Foster	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author poet predict blurb poem rhyme distant below flicker
	The text has been selected to support the project, however, the focus is the reading skills to be taught. History-Transport and Travel On Your Bike-Chris Hoy (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	the Olympics maintenance kit non-fiction information glossary contents
Easter Break		•		•	
		•	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	desert ocean sways title author predict blurb order sequence

			Points of View – Consider author's choices, summarise and predict.		
		•	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	delight carved chuckled character characteristics title blub
		•	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	sobbing barrel trundling title blurb characters Scotland island mail Granny cutting a tooth
		•	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
		•	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	title author illustrator blurb character rhyme knobbly jaw tusk

			Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Half Term		•		•	
	MAD WEEK	•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Plants The Gigantic Turnip- Aleksei Tolstoy	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Plants Oliver's Vegetables	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science-Plants Oliver's fruit salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	

	Our Seaside: Now and Then Sally and the Limpet- Simon James	• Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Our Seaside: Now and Then Commotion in the Ocean- Giles Andreae (Poetry)	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read,	
		•			•	
YEAR 2						
	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1	The text has been selected to support the project, however, the focus is the reading skills to be taught. **How to be a great learner** CC U1 Dogger – Shirley Hughes	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Anxiously Banisters Lent Underneath
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions.	Rough and tumbles Tease Awful Chilling Rascal

	How to be a great learner CC U1 Timid Tim and the Cuggy Thief – John Prater	• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Kings and Queens CC U4 Willie Whiskers – Margaret Gordon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Skirting board Larder Crumbs
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Animals: Needs for survival CC U13 Like an Animal – Joan Poulson	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Pretend Fierce Patterned Bound Leap

		• Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Animals: Needs for survival CC U8 Dolphins – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Mammals Surface Swallow Instead Lungs Chew
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Animals: Needs for survival CC U8 Big Cat, Little Cat – Lisa Regan	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tearing Nap Wild Knives
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Animals: Needs for survival	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph.	Explain Festival Tempting Dangly Decorations Glorious Glittering Garage tinsel

	CC F Quiz The Killer Cat's Christmas – Anne Fine	• Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Strands Usual
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Use of Materials CC NF Quiz Choosing Materials	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Materials Properties Describe Waterproof Travels
	Use of Materials CC U10 Making Bread – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dough Amounts Flour Ingredients Loaf Sachet Yeast Olive oil Knead Mound Greased Measure

		• Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Use of Materials CC NF Quiz The First Aeroplane	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Aeroplane Helicopter Sparked Lifelong Interest Designing Gliders Improved Taught
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Use of Materials CC U15 Miss Smith – Brian Moses	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Invade
	The text has been selected to support the project, however, the focus is the reading skills to be taught. The Great Fire	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support.	City Parliament Westminster Thames Southwark Waste Merchants trading brought

	CC U9 What Was London Like Before the Great Fire? – Kate Ruttle	• Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** With support, make plausible predictions about what might happen next and give reasons.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. The Great Fire CC U9 What Was London Like After the Great Fire? – Kate Ruttle	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Almost Ashes Destroyed Escape Begged Government Instead Fields
	The text has been selected to support the project, however, the focus is the reading skills to be taught. CC U12 Here to Help – Firefighter – Rachel Blount	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Emergency Bleeper Commander Trapped Rolled Scene Accident Siren Aside Restaurant Apparatus

Christmas Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC U15 The City Farm – Brian Moses	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Goats Ducks Goose Knees Alarm Although Gaze Decided Spread Sow Sneak Honked
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC Assessment Task 5 Penguins – Ione Branton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Southern hemisphere Flightless Antarctica Emperor African Australia Types Expert Incredible Miles per hour Breeding Season Young Hatches Snuggle Flippers Steer
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC U4 Sophie's Snail – Dick King-Smith	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support.	Twins Exactly Slightest Seriously Couple Sticky Muscle loads

		• Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** With support, make plausible predictions about what might happen next and give reasons.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC U6 The Fox and the Lion – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cunning Encourage Visitors Weak Enough Notice
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC U6 The Fox and the Cockerel – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cockerel Roosting Settled Crowed Politely Harm Suspicious Celebrate Peered Distance Perhaps Clucked Certainly

		Y2 Reading – comprehension			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Habitats CC U13 Mice – Rose Fyleman	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Chins Nibble
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Mock SATs	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Woke Wagged Patted Downstairs Meant Almost
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT – Animal puppets CC U5 The Mystery of the Green Lady – Helen Moss	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what	Dungeon Ghost Peeped Keyhole Dimly Lit Lantern Velvet Cloak Knelt Swirled Glinted

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	might happen next and give reasons.	Sword Disappeared Trembled Creaked Bought
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Planet Earth CC NF Quiz The Continents	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Continent Permanently Countries Scientists Grouped
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Planet Earth CC U11 Seas and Oceans – Izzi Howell	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Three-quarters Surface Lake Connected Several Coastline Pebbles

		Y2 Reading – comprehension			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Planet Earth CC Assessment Task 6 Eruption! – Anita Ganeri	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Eruption Lava Melted Solid Erupt Volcano
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Planet Earth CC F Quiz Alice in Wonderland – Lewis Carroll	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dormouse March Hare Elbows Suppose Uncomfortable Plenty Arm-chair
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Planet Earth CC U3 Something Else – Kathryn Cave	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what	Belong Brought

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.	might happen next and give reasons.	
Easter Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. They made a difference CC U12 Here to Help – Police Officer – Rachel Blount	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Crime Officers Usually Protect Vehicles Patrol Respond Victims Statements Markings Siren
	The text has been selected to support the project, however, the focus is the reading skills to be taught. They made a difference CC U2 George and the Dragon – Chris Wormell	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Valley Fiery Breath Castle Sweep Monstrous Fierce

	The text has been selected to support the project, however, the focus is the reading skills to be taught. They made a difference CC U14 Twinkle twinkle Little Star – Jane Taylor, Anon, Lewis Carroll	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twinkle Rusty Choke Starter Tea-tray Wonder
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Protecting our environment CC Assessment Task 9 The Snowman – Wes Magee	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Stacked Snowballers Dearly Block Shrinks Warmth Reclaimed Grave Damp
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Protecting our environment CC U14 Little Miss Muffet - Anon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what	Tuffet Curds Whey Frightened Chapattis

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.	might happen next and give reasons.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. MAD Week	•			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Plants: Bulbs and growth CC U10 Planting Bulbs – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Noticed Contain Appear Autumn Bulbs Facing Pointy Sprout Lollipop
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Plants: Bulbs and growth CC F Quiz All the Way to Toytown – Enid Blyton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Hooter Lamps Pedals Tremendous Pace Shan't Pedalling Ripe Hooted Wrong Handkerchief

		• Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Plants: Bulbs and growth CC U3 Dilly's Sports Day – Tony Bradman	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Forehead Temperature Stomach Winked Course not Hurt
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Life in Kenya CC U11 A Walk from our Island School – Deborah Chancellor	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tobermory Isle of Mull Exploring Surrounded Important Pier Tackle Wicker Shellfish Explains Creels Harbour Ferry Terminal Tourist Centre Coastal path Coastline
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Life in Kenya	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions.	Toad Announced Convince Dangerous Shiny Flung Splendid

	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	Extract from Wind in the Willows (Toad's car) – Kenneth Grahame	• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dragged Study Irresponsible Wriggled Writhed Reason Confiscated Drainpipe Screech Roaring
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Art CC U5 The Island of Serpents – Linda Chapman	•		•	Island Mermaids Drown Yawn Block Earphones Tide Shivered
YEAR 3					
Autumn 1	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	The text has been selected to support the project, however, the focus is the reading skills to be taught. **How to be a great learner** CC U2 The Worst Witch – Jill Murphy	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Appalling Conduct Entire Humbly Uproar
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered

Skeletons and Muscles CC U2 Mr Majeika – Humphrey Carpenter	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Tailed off Faintly
The text has been selected to support the project, however, the focus is the reading skills to be taught. Skeletons and Muscles CC U8 Mountains – Ruth Thompson	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Steep Peak Quarter Range Magma Crust Erupts Formed Crater Lava Glaciers
The text has been selected to support the project, however, the focus is the reading skills to be taught. Skeletons and Muscles CC U7 The Minpins – Roald Dahl	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Hesitated Blotting out Shafts Absolute Ventured Everlasting Gloom and doom Fearsome

		• Participate in discussion about books, taking turns and listening to others.		**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. UK: Settlements and Land Use ORB 11 Animal Conflicts – Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Defending Warnings Rear up Conflict Rivals Slash Predators Defend Bares Antelope Gazelle Poisonous
	The text has been selected to support the project, however, the focus is the reading skills to be taught. UK: Settlements and Land Use ORB 11 Animal Conflicts – Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Venom Threatening Poisonous Venomous Dangerous Sprays Spits Creatures Tolerance Protected Strikes
	The text has been selected to support the project, however, the focus is the reading skills to be taught. UK: Settlements and Land Use Y2 CC F Quiz Peter Rabbit	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry)

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Implored Sobs Sparrows Exert
Half Term		•			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Rocks and Fossils CC NF Quiz Stonehenge	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Rocks and Fossils Extract from The Great Storm Chapter 1 – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Orkney Soared Shores Whipped Sweeping Huddled Crest Shoal Scattered Curving Lumpen Shivering Snare Swooped Snatched Glimpse Rage Supper
	The text has been selected to support the	Y3 Reading Comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read	**Meaning -** Read most unfamiliar words accurately, without undue	Skara Brae Passages

project, however, the focus is the reading skills to be taught. Rocks and Fossils Extract from The Great Storm Chapter 2 and 3 – Terry Deary	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
The text has been selected to support the project, however, the focus is the reading skills to be taught. Stone, Bronze and Iron Ages ORB 12 Man Meets Metal Bronze Age – Richard Platt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Beakers Blades Impressed Copper Tin Pottery Archaeologists Fine (nice) Miraculous Common Foreigners Rare Precious Centuries Replaced
The text has been selected to support the project, however, the focus is the reading skills to be taught. Stone, Bronze and Iron Ages ORB 12 Man Meets Metal Iron Age – Richard Platt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read.	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace

		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Stone, Bronze and Iron Ages Extract from The Night Before Christmas – Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	'Twas Stirring Stockings Chimney Nestled Visions Snug 'Kerchief Arose Clatter Sash (window) Breast Lustre Miniature Lively Rapid Coursers Obstacle Porch Dash away Hurricane Prancing Pawing Twinkling Hoof
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Stone, Bronze and Iron Ages Extract from The Night Before Christmas – Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bound Tarnished Ashes Soot Flung Pedlar Dimples Droll Drawn up Stump Encircled Wreath Broad Plump In spite of Jerk Thistle Exclaim
Christmas Break		•			
	The text has been selected to support the project, however, the	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	Text and Talk – Understand the text and explore new vocabulary. Read	**Meaning -** Read most unfamiliar words accurately, without undue	Several Immediately Foolish

	focus is the reading skills to be taught. Light and Shadows Extract 1 from The Lion, The Witch and The Wardrobe – C S Lewis	• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Oneself Woodwork Mothballs Stooping Powdery Queer Inches Ought
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows Extract 2 from The Lion, The Witch and The Wardrobe – C S Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Inquisitive Pitter patter Glossy Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me Exclaimed
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows Extract 3 from The Lion, The Witch and The Wardrobe – C S Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read.	Spires Shone Sorcerers Shivered Arch Iron Crept Figures Fierce Shaggy Raised Instantly Bristling Trembling Majesty

		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows Extract from Indigo's Dragon – Sofi Croft	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Crag Flowing Fells Beck Slate Marvellous Rough Glint Steeply Shaded Skimmed Mossy mound Shaft Canopy Flexed Whizzed Trail Blur Barely Weightless Squelched Pelted
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows The Ice Dragons - Eric Finney	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Polar Icicles Glassy Spire Eerie Endless Bleak Neath Domes Everlasting Tale Arctic circle
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text.	Whooph whooph Stuffs Puffs Yells Bobs Flaps

	Y4 CC U13 Hot Food – Michael Rosen	• Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Light and Shadows Y4 CC U9 Would You Eat Less-Than-Perfect Fruit and Vegetables? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Currently Tonnes Edible Slightly Cruise liner Particular Instead Perfectly Heaps Ploughs Harvest Blemished Rely Orchards Reducing Solution
Half Term		•			
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy CC U10 The World – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read,	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest

				pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy CC U10 The United Kingdom – Kate Ruttle	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Countries Southern Parliament Laws Capital city Welsh Gaelic Cornish Cities Forests Coasts
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy CC NF Quiz How is Chocolate Made?	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Cocoa Rugby balls Peapod Harvested Ferment Fermentation Distinctive Mould Ground Factory Liquor Blended Tempering Quantities Conch Conching Grinders Particular Texture
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy Y4 F Assessment 1 The Pudding Like a Night on the Sea – Ann Cameron	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Guarded Raft Rag Craters

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy Y4 CC U9 Are you Wasting Good Food? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Households Edible Tonnes Wheelie bins Sell-by date Loaves Entirely Limp Sprout Picky eater Landfill sites Decaying
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Europe: incl. case study – Italy CC U15 New School	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skits Headmaster
Easter Break		•			

	The text has been selected to support the project, however, the focus is the reading skills to be taught. Plants: Needs for Survival Extract 1 from The Boy Who Grew Dragons – Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Fault Jam tarts Vast Sections Multi-topping Radishes Shovelling Sneaked Fluttered Provisions Nettles Brambles Muttered Spade Twinkle Flooding
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Plants: Needs for Survival Extract 2 from The Boy Who Grew Dragons – Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bongleweed Clinging Shoots Shrubs Almighty Tug of war Heaved Blistered Cactus Upturned Sprouting Fit to burst Tendril Fireflies Jellyfish Bioluminescence Famished Ripen Vivid
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Climate Zones and Biomes CC F Quiz The Selfish Giant – Oscar Wilde	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Ogre Gruff Trespassers Prosecuted Selfish Wander Blossoms Notice board Chimney-pots

	Text	Reading Comprehension	Reading Skills	Assessment Focus	Vocabulary
		• Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	**Points of View** – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Climate Zones and Biomes CC F Quiz The Secret Garden – Frances Hodgson-Burnett	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Robin Round knob Ivy Thump Twittering Keyhole
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Climate Zones and Biomes CC P Quiz Holyhock	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Hollyhock Blackbird Cellar Clippedy Scuffy Brogues Funeral Mourners Coffins Panthers
Half Term		•			
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	•			

	MAD Week				
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Forces and Magnets Magnetism NF text	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Iron Cobalt Nickel Interact Force field Barrier Repel
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Forces and Magnets Twinkl - Fidget Spinners	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Gadgets Bearing Range Vibration Stainless steel Brass Ceramics Titanium Inventor Patented Renewed Versions ADHD Distraction Hazard Fine motor skills
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Ancient Greeks Extract from Jumanji – Chris Van Allsberg	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Opera Quite so Peered Slouched Sweater Protested Unfolded Restless

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Ancient Greeks Extract from Jumanji – Chris Van Allsberg	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Casually Gosh Whisker's length Slammed Gasped Clawing Dozen Tearing
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Ancient Greeks Extract from Jumanji – Chris Van Allsberg	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Monsoon Roll of thunder Guide Hunched Muttering Tsetse fly Contract Tremendous Stampede Rumble Herd Splintering China (plates) Tumble Eyeing Mantel clock Couch
	The text has been selected to support the project, however, the	•			

	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	focus is the reading skills to be taught.				
YEAR 4					
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Getting Ready for learning Y3 CC U15 New School – Kevin McCann	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	. Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Playground Teacher Skits wish
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Teeth and Digestion ORB 13 New Beginnings – Joanna Benecke	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors	Prepared Clutched Paused Continent Sniggered Giggled Determined Wondered Journey

				Structure and Presentation - Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Teeth and Digestion Twinkl - The Romans	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Empire Belief City Country Tunic Toga Stola Bulla Lunala Chariot Gladiator
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART – Roman Mosaics Extract from Roman Diary – Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Slave Baths Cruel Reputation Palace Aqueduct Mistress Litter Subligari Mamillares Caldarium Revolt
	The text has been selected to support the	Y4 Reading Comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read	**Meaning -** Work out the meaning of words based on the context in	Household Triumph

	project, however, the focus is the reading skills to be taught. HISTORY Roman Invasion Extract from Roman Diary – Richard Platt	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Tossed Sulk Flocked Spectacle Sedan chairs Senators Dignitaries Em,peror Laurel Bearers Floats Procession awaits
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Roman Invasion Twinkl - Boudicca	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Ancient Queen Invade Noble Auburn Recount Intimidate Fierce Harsh Stern King Iceni Revolt Wealthy Latin Empire Parchment Scholar Poison Contract Fatal
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Quaking Weasel Portcullis Unfurled Fearless Approval Spears

	HISTORY Roman Invasion ORB 17 Glitter Gladiator – Ciaran Murtagh	• Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Rooted Lumbered Filmed Agility Slugged Cowering
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Roman Britain ORB 17 Glitter Gladiator – Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gladiator Punishment Burly Centurion Dejected Colosseum Emperor Shriek Stalking Menacingly Prey Bellow Glinted Prowl Lithe Crept
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Roman Britain ORB 17 Hunting Volcanoes – Hawys Morgan	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text.	Scientist Test tube Volcanologist Fieldwork Erupt Lava Abseil Lava bomb Toxic Inactive

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Levers and Linkages Greetings Cards Twinkl – Humpback Whales	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Haunting Inquisitive Endangered Distinctive Knobbly Pectoral fin Mammal Migrate Crustacean Acrobatic Observed Predator
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE States of Matter Icelandic Saga Elves, Trolls and Monsters	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard

		• Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE States of Matter Y6 CC U15 Island – Stanley Cook	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Molten Shrug Island Quench Mountainous Continent Staging post Inhabit Forging Core Put ashore
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Christmas Post Twinkl - How we celebrate Christmas	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend

		• Participate in discussion about books, taking turns and listening to others.		about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Christmas Post Twinkl - Christmas celebrations through time	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Evergreen Symbolised Dreary Extravagant Delicacies Medicinal Affluent Dampen Constant
Christmas Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests ORB 15 Explorers - Then and Now – Rob Alcroft	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Riches Adventures Knowledge Exploration Expedition Exotic Risky Landmark Archaeologist relic

				Compare- Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests Extract from The Firework Maker's Daughter – Philip Pullman Chapter 1	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Refusing Cradle Workshop Flared Demon Dozen shimmering
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests Extract from The Firework Maker's Daughter – Philip Pullman Chapter 2	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors	Sacred Crater Spirits Plume Eternal Summit Quail Gibbered Laboriously Progress Oars Nudged Impatience Alarmingly Stoutest sarong

				Structure and Presentation - Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART Sonia Delaunay Extract from The Firework Maker's Daughter – Philip Pullman Chapter 5	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Harsh Barren Cavern Gloomy Grotto Imp Swarmed Dash Anvil Rhythm Toiled Blazed Plunged Sulphur Smothered scorching
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests CC U6 How to Train Your Dragon - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Admittedly Tradition Dramatically Suffering Scallops Bellowed Lesser Hawks Tame Solemnly Initiation Courage Scenic Loomed Sinister Swarmed Cacophony Hibernating Ominous Rumble
	The text has been selected to support the	Y4 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	**Meaning -** Work out the meaning of words based on the context in	Mindless Thug

	project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests CC U6 How to Train Your Dragon – Cressida Cowell	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	which they are written. Self-correct consistently. I**nfer** - Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Hooligan Coward Despite Perilously Clammy Claustrophic Squirming Flares Stench Unbearable Cavern Draped Unison Penetrate Churning Bowels Pulse countless
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Amazon: Rivers and Rainforests CC U5 Charlotte's Web – E B White	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer** - Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Apple-blossom Grunt Peer Poke Snout Relieved Carriage (doll's)
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently.	Astonished Especially Stooping Perspiration Inconvenience Particularly

	SCIENCE Classification and Environment CC U5 Stuart Little – E B White	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Stationing emerge
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification and Environment CC U12 Epic: Animal Migrations – Camilla de la Bedoyere	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves Depart
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification and Environment	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Route Globe-trotters Prevailing winds Skimming Plunge Crustaceans Vast Swarms Breeding sites

	CC U12 Epic: Animal Migrations – Camilla de la Bedoyere	• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Stop-over
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification and Environment ORB 12 Guide to Bogarts, Bunyips and other Beasts - Silas Greenshield	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Lumber Brute Cunning Lurk Mountainous Alert Landscapes Hurl Fooled Especially Traveller Ambush Burrows Precious Mayhem
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification and Environment CC U15 Letting in the Light – Elizabeth Lindsay	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction	Wrap Fur Wobble Resting Soon Spin Tumble Specks Paws

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Pneumatics Pop Up rainforest Animals Text about tourism – Britain's beaches getting cleaner	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Beach Summer Seaside Award Charity Research Marine wildlife Ocean trench
Easter Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Sound Y5 CC Assessment Task Senses	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Enclosed Skull Constantly Internal React Direct Upright Awareness Relate Mechanism

	The text has been selected to support the project, however, the focus is the reading skills to be taught.	• Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Sound The Nightmare Man – Pie Corbett	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Delay Plunging Jet Adjusted Vague Hobbled Peering Billowing Grumbled Distant casting
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Maya Civilisation Twinkl – Biography of Ed Sheeran	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions	Guitarist Songwriter Record producer Composer Venue Audition Studio Simultaneously Debut Single Set Performance Popular Headlined

				about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Maya Civilisation Twinkl – Biography of Ariana Grande	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Relocate Passion Theatre Cast Role Orchestra Tour Charitable contributions Cosmetics Victims
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Maya Civilisation The Sound Collector – Roger McGough	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences	Stranger Purring Marmalade Scraping Drumming Windowpane Gurgle

				between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. MAD Week CC P Quiz My Shadow – Robert Louis Stevenson	•			Shadow Proper India-rubber Notion Ought Fool Coward Nursie Rose Dew Buttercup Lazy Arrant Sleepy-head
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Electricity Extract from The Scarecrow and his Servant by Philip Pullman	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Troublesome Rheumatism Raven Springs Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Electricity Extract from The Scarecrow and his Servant by Philip Pullman	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction	Sheltering Rich voice Sonorous Knobbly Broad Tattered Singed Threadbare Obliged Daintily Stout

		• 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Points of View</u> – Consider author's choices, summarise and predict.	and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Electrical Systems Night Light The Wizard – Gervase Phinn	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gaunt Fort Glower Granite Deed Transform Summon Conjure Swathed eerie
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY The USA Y3 CC U13 Rosa Parkes (courage) – Kate Ruttle	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these.	Segregation African American Section Refuse Arrest Fine Threaten Protest Campaign Inspire Civil rights movement

	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY The USA Y3 CC U13 Mary Seacole (courage) – Kate Ruttle	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read 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 one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Nurse Hospital Wound Soldier Overcrowded Battlefield Medicine Treatment
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY The USA	•			
Year 5					
	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Getting ready for learning CC Assessment Task 2 The Demon Headmaster – Gillian Cross	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and	Figure, moment, baffled, reflection, prim, murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly, determined, curling

		• 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Earth and space ORB 15 Beowulf, Grendel and the Dragon – Mick Gower	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Spear Shafts Polish Fought Jewelled throne
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Earth and space CC U5 Granny – Anthony Horowitz	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Theft Victim Dozed off It'th a thcandal Ferocious Alsatian Angular Drooling Pads Gestured Peered Rapidly decomposing

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT: frame structures CC U5 The Crime Solvers – Kate Ruttle	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Vibrating Displeased Reluctantly Permission Aroma Mingled Annual Squirming Headquarters Suspicious Roaming Limping Brim
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Anglo Saxons CC U3 Skellig – David Almond	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them.	Glared Outstretched Shallow Trembling Thundering Glared Echoing Shuddering Pitch Uncertain Silvery Halted Din Cheeping guided

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Anglo Saxons CC U1 The Little White Horse – Elizabeth Goudge	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Desolate Quarry Strewn Stagnant Sheer Crowning Foursquare Boulders Thickets Bramble Swerved Battlements
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Anglo Saxons Extract from Oliver Twist – Charles Dickens	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative	Copper Ladeled Gruel Composition Porridger Ounces Eager Composed Devoured Assiduously Voracious Companions Per diem Council Lots Pauper Long grace Short commons Reckless Advancing

					language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Alarmed Temerity Stupefied Rebel Paralysed Pinioned Shrieked beadle
Half Term		•			•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Vikings Extract from Viking Boy - Tony Bradman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Pens Rhythmic Steading Harness Ladelling hearth shaggy stew gown tunic flecked clouded
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Vikings Twinkl Victorious Vikings	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader.	Resources Lucative Permanently Practical Raided Pillaged Imported Integrated Merging Ceremony Monastery manuscript

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Forces Extract from Viking Boy - Tony Bradman	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Longhouse Hearth Embers Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Grunted Bloodstain Peered Thunked Longhouse Glanced Slaughter Jerkins Notched Straining Leashes Fangs Mail shirt Grey-streaked Wolfskin cloak unsheathed
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Forces CC F Quiz The Mighty Monster Afang – William Elliot Griffis	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues,	Bog Iron-clad Scales Arwour Bulged Ridge Tough hide Hurled Javelins Leeks Straggling Jackass Sqashes Slobbered Devoured Calves Ravenously Lair Maidens

				characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART: Frida Kahlo CC5 U9 Mikael Saves the Day	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Coach Instinctively Averted Swerving Steering Halt Hazard Presence of mind suspected
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Coming Home For Christmas CC Assessment Task 3 Great Expectations – Charles Dickens	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	Marshes Disagreeable #dykes Cravat Awaked Condolences Clerical air Obstinately Accusatory manner Blubbered Flourish Riverted Battery 'pretence Regualarly bound Have such larks stakes

				Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Coming Home For Christmas Y6 CC How to Design the World's Best Rollercoaster – Getting Started – Paul Mason	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Plunge Top-ranked Let your imagination rip Must-ride list Train survey
Christmas Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes CC F Quiz Which Witch? - Eva Ibbotson	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	puzzled Persian frieze vultures desolate sprawling relentlessly blighting smiting wuthering battlements brimstone

				Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes Extract from Itch - Simon Mayo	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Multi-stained Pockmarked Bore testament Unconscious Astute shrugged Gingerly Marvelled big Inch Straggly Sooty Smudge vigorous
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes Extract from Charlie and the Chocolate Factory - Roald Dahl	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different	nerve centre insist abide churning whirlpool a dozen weeping willows, alders rhododendrons gallon flabbergasted Staggered dumbfounded bewildered bowled over

	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT: bread making Y6 CC Assessment Task 9 Concrete Mixers – Patricia Hubble (poetry)	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Concrete Elephant tenders Ponderous Perch Mahouts Trough Bulging Urban
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes Y6 CC How to Design the World's Best Rollercoaster – Wood v Steel – Paul Mason	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	steel unusual character renewable decision accuracy assembled flex sway recycled extreme sheer

	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes Extract from The Solid Truth about States of Matter – Agnieszka Biskup	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Molecules Atoms matter microscope mass gravity structure sodium Chlorine Neutron invisible physics
	The text has been selected to support the project, however, the focus is the reading skills to be taught. Science: Materials: properties and changes CC U1 Stig of the Dump – Clive King	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Peered Elder bushes Clutching Creepers
Half Term		•		•	

		Y5 Reading Comprehension	Text and Talk – Understand the text	Meaning - Use a range of	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART: A Sense of Place The Fisherman and His Soul – Oscar Wilde	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY: Asia: Mountains, Volcanoes and Earthquakes Extract from Holes – Louis Sachar	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Wasteland Shrivelled Ninety-five degrees forbidden Warden
	The text has been selected to support the project, however, the	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	Text and Talk – Understand the text and explore new vocabulary. Read	Meaning - Use a range of strategies to work out most unfamiliar words.	Hazards Disorientated Manmade

	focus is the reading skills to be taught. GEOGRAPHY: Asia: Mountains, Volcanoes and Earthquakes ORB 17 Adrenalin Rush(caving)	• Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Dehydrated Glacier
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY: Asia: Mountains, Volcanoes and Earthquakes Extract from Holes 2 – Louis Sachar	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Stewed Scarcity Sneakers Innocent Evidence
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or	Summit Isostatic Vulcan Irrigate Restrain Surge

	GEOGRAPHY: Asia: Mountains, Volcanoes and Earthquakes Canyon Dam Poem- W. Elders	• 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Balmy Stupendous Eroding Spillway Rapids
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY: Asia: Mountains, Volcanoes and Earthquakes Extract from The Astounding Broccoli Boy – Frank Cottrell Boyce	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Mutation Radioactive Inexplicable Handkerchief Chugging Reservoirs
Easter Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or	Thunderous Inhaled Get it in the neck Sidled Emerged

	SCIENCE: Life Cycles Extract 1 from Pig Heart Boy – Malorie Blackman Glen	• 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE: Life Cycles Extract 1 from Pig Heart Boy – Malorie Blackman Glen	<u>Y5 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Bit back Added quickly Heart transplant Ways of digging and digging until- Turned away
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY: Baghdad and the Middle East	<u>Y5 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Threatening Monitors Humidity Air Purity Sensors Faintly Vacuum-sealed Dissertation

	Extract from The Bubble Boy – Stewart Foster Zero	• Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Transition Zone Blur Window sill
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY: Baghdad and the Middle East Zero Gravity review – Twinkl	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	astounding emerges mutation radioactive inexplicable symptom verging on specs edged in chugged reservoir catastrophe resources
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY: Baghdad and the Middle East	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	

	Extract from The Girl who Walked on Air – Emma Carroll (circus)	• 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. MAD Week	•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Growing Old Extract 3 from Pig Heart Boy (newspaper)– Malorie Blackman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Medical history Controversy Eminent Surgeon Immunologist Pioneering techniques Rejection Deliberation
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or	Lukewarm Infected Swelling Compress Discourages

	SCIENCE Growing Old Y6 CC U9 First Aid – Kate Ruttle CC F Quiz	• 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	GP Ligament Tendon acronym
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT: Mechanical Systems Cam Toy Extract from The Tin Snail by Cameron McAllistair (mechanics)	<u>Y5 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Welding Lamp Lopsided Laboratory Fiendish wizard Propelled Callipers Coils Cogs Engineering
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY: Victorians and Industrial Revolution	<u>Y5 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	

	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	CC U6 Thursday's Child The Village School – Noel Streatfield	• Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY: Victorians and Industrial Revolution U8 Coasts – Ruth Thompson	<u>Y5 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Sloping Arches Marram Sandbanks Containers Dunes Sheltered Plates Crust Magma Peak Erupts
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	•		•	
Y6					
	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
	The text has been selected to support the	<u>Y6 Reading Comprehension</u>	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read	**Meaning -** Read aloud	Bully Scent

	project, however, the focus is the reading skills to be taught. MPPS values CC Assessment Task 8 The Bully Asleep – John Walsh	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Timidly Tearful
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Light and Perception ORB 19 Mehy and the Great Pyramid – Nicolas Brasch	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pharaoh Auspicious Mammoth Mr Versatile Limestone Granite
	The text has been selected to support the project, however, the	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read aloud with intonation that demonstrates understanding.	Icini People Outraged Heritage Slave Market

	focus is the reading skills to be taught. SCIENCE Light and Perception CC U8 Boudicca, Bringer of Victory – Kate Ruttle	• 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Camulodunum Shrieking cacophony
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART Ancient Egyptian Jewellery CC Y5 U2 The Winged Horse	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Swooping Headlong Capering Flickered Whinnied Scrambled
	The text has been selected to support the project, however, the focus is the reading skills to be taught.	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have	Theseus Slew Inaction Labyrinth Appointed Vessel

	HISTORY Ancient Egyptians ORB 19 Into the Labyrinth - Benjamin Hume-Cross	• 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Dreading
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Ancient Egyptians ORB 20 Crete Land of Legends – Becca Heddle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Excavations Hieroglyphic Deciphering Settlement Civilisation
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ORB 19 Mayan Mystery – Nick Hunter	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Pored Sacrifices Atlantis Foreseen Devastating Evidence

		• Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification CC U12 Who are refugees and Migrants? – Michael Rosen and Annemarie Young	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Refugee Migrant Persecution
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Classification	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Extract Campaigned Stench Terrorists Tailboard

	Y5 CC U13 Adapted I Am Malala - Malala Yousafzai	• 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Textiles Shopping Bags Y5 CC U3 Oranges in No Man's Land – Elizabeth Laird Y5Y5	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Beirut Opposite Amazement Gaping holes Magnificent
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRPAHY Global Challenges	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied.	Democracy Refugees Intensified Reality Scarce

	CC U13 Adapted Who are Refugees and Migrants? – Muzoon Almellahan	• 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRPAHY Global Challenges Y5 CC F Quiz The Silver Sword – Ian Serralier	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Conflict Nazi Prison Camp Hilt Grubby Indifferent Condition
	The text has been selected to support the project, however, the focus is the reading skills to be taught. CHRISTMAS The Christmas Truce A History of the A338 Spur Road (news report) – Darren Slade	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and	Highway Officers Dual Carriageway Upheaval Compensated Exclusive Dilapidated Vandalised

		• Summarising the main ideas drawn from more than one 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 considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. CHRISTMAS The Christmas Truce CC U7 World War 1: A Young Boy's Story – Stewart Ross	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Infantry Front Lines Colleagues Veterans Gaunt Conspiracy Optimistic Cynical
Christmas Break		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution CC U1 The Railway Children – E Nesbit	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and	Model Engine Charm Inexperience Afflicted Despaired Unselfishness Brazing

		• Summarising the main ideas drawn from more than one 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 considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution ORB 18 A Super Sleuth's Manual – Jillian Powell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Investigation Witnesses A-List Distinguished Alibi Transcripts Suspicious Accountant
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution ORB 18 A Super Sleuth's Manual – Jillian Powell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. ART Gustav Klimt Extract from The Highland Falcon Thief by M G Leonard and Sam Sedgman	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Assignment Reluctant Kraken Spouted Livery Tender Vapour
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution Extract from The Highland Falcon Thief by M G Leonard and Sam Sedgman	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration.	Pheasant Paparazzi Steely Smile Gala Priceless

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution Extract from The Peculiar Peggs - Samuel J Halpin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Slate-grey Inquisitive Hair Corduroy Spitefully Creative Mood Chugged Compact Mirror Eaves
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Conflict and Resolution Panda Non-Chron	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative	Mysterious Fir Trees Maturity Hibernate Territory Reserves

		• Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Evolution and Inheritance Extract from Darwin's Dragons by Lindsay Galvin	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Studious Buccaneer Ponderous Master Knapsacks Downpour
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Evolution and Inheritance Y5 NF Quiz of Charles Darwin	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader.	Theory Evolution Reluctant Controversial Offspring Characteristics Species Evolves Polluted

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Evolution and Inheritance Y5 U10 Life Explosion – Kate Ruttle CC NF Quiz Evolution	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Theory Evolution Reluctant Controversial Object to Adapt Predators Equipped Offspring Characteristics Over many generations Species Evolves Agility It was hailed Commonly held belief Polluted Extinct
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Evolution and Inheritance Y5 U10 The First Hominids _ Kate Ruttle	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by	Hominids Plentiful Jointed Obtained Scavenging

			giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Evolution and Inheritance Deep Sea Non-Chron	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Extract Mesopelagic Photosynthesis Camouflage Prey Functions Predict Monitor Extreme Organisms Colony Hydrothermal vents Fissures Emit Expeditions Submersible
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Mechanical Systems WW1/WW2 vehicle The Frog and the Condor	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Andes Mountains bemoaned gave her distance Voracious appetite A marvel to behold resumed

					Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.	
Easter Break			•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Mapping the World Inca Legends	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Spanish Conquest Intensive Inca Quipa Barbarism Empire Agriculture Founded
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Mapping the World 3 Days Hiking in Colca Canyon, Peru (online blog) – Sylvie Golec	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Colca Canyon Tour Company Hike Hostels Glimpse Smushed

				Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. GEOGRAPHY Mapping the World SATs Revision	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	REVISION WEEK
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Electricity Extract from The Explorer – Katherine Rundell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language,	Grimacing Ferocious Sun Shriek Dashboard Reliable

		Y6 Reading Comprehension	Text and Talk / Word Detectives / etc	Meaning / Infer / etc	Vocabulary
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Electricity Extract from The Explorer – Katherine Rundell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Jabbed Bile Quench Shipwreck-roar Haunches
Half Term		•		•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. MAD Week			•	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. DT Electrical Systems Vehicle Alarm Folk Tale from Peru	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader.	Civilisation Legends Myth Supernatural Ignorance Culture

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Circulation and Lifestyle CC U3 – All Summer in a Day – Ray Bradbury	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Intermixed Compounded Crushed Civilisation
	The text has been selected to support the project, however, the focus is the reading skills to be taught. SCIENCE Circulation and Lifestyle Extract from Cosmic by Frank Cottrell Boyce	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by	Limping Frost-stiffened Rivulet Crag Ripple Ring

				giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Making Our Mark CC Assessment Task 3 There's a Boy in the Girl's Bathroom – Louis Sachar	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Mumbled Awkwardly Distorted Smile Recess
	The text has been selected to support the project, however, the focus is the reading skills to be taught. HISTORY Making Our Mark CC NF Quiz Leaver's Speech	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read 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 • Check that the books 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 • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Budged Miraculously Confidence

				Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.	