**Intent**

In the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school vision to ‘Be who God meant you to be and you will set the world on fire’. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum.

Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

A reader from the Jubilee with Pebblebed Federation will:

* Develop a habit of reading regularly.
* Read texts that are closely matched to their learning of Phonics, especially in the early stages of reading.
* Develop skills of clarifying, summarising, inference, prediction, retrieval and evaluation from their earliest experiences of reading.
* Have access to a wide range of books and opportunities to choose books to develop a love of reading.
* Have books read to them on a daily basis as well as reading themselves, independently and alongside others.
* Read relevant material at a suitable level across the curriculum and thereby be taught the crucial importance of reading as both a learning skill and a life skill.
* Be encouraged to view reading as a valuable tool for developing as an individual and learning about the world in which they live.
* Learn to explore the world beyond their immediate horizons through reading about the lives and experiences of others as well as exploring imaginary and historical worlds.
* Engagewith the texts they read in a range of ways such as: asking and answering questions, participating in ‘book talk’ with others, writing book reviews and character studies, annotating and analysing texts in detail and engaging in research using a range of sources.

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| Reading for pleasure | | | | | |
| Intent | Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities  To build preferences in reading and to choose to read  To recognise authors and styles of reading that individuals enjoy  Engaging in book discussion in a range of contexts, alongside both adults and peers  Sharing and recommending a range of books | | | | |
| Implementation | Regular book talk in the classroom  Special days (eg. World Book Day or Ready, Steady, Write days), lessons and experiences to encourage use of the library and share books that children have enjoyed  Appointment of library monitors to support peers in use of the library  Promotion of library reading schemes and rewards for regular reading at home  Participation in events such as BBC live lessons, Budleigh Salterton Literary Festival etc.  Organisation of opportunities for children to read and share books with others – their peers, older and/ or younger children, parents and other members of the community  All reading contexts below contribute to developing reading for pleasure  All adults modelling enjoyment of reading and talking with children about their own reading preferences | | | | |
| Curriculum Provision: | | | | | |
|  | **FS** | **Y1** | **Y2** | **Y3/4** | **Y5/6** |
| **Reading Scheme** | **Bug Club Phonics texts closely matched to Phonics teaching.** | | | **Bug Club, Project X and library books** | **Bug Club and Library books** |
| Reading aloud to children | | | | | |
| Intent | Building a bank of story and rhyme knowledge  Exposing children to texts beyond what they can read themselves  Developing an enjoyment for reading  Exposing children to a broader range of vocabulary and sentence structures | | Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Engage interest in recommended authors and new genres/ styles of books  Making connections within a book  Exposing children to a broader range of vocabulary and sentence structures | Introducing children to a wider range of authors and contexts e.g. historical and cultural  Developing ability to compare and evaluate books  Exposing children to a broader range of vocabulary and sentence structures | Exposing children to challenging and archaic texts, e.g. language, themes,  Exposing children to a broader range of vocabulary and sentence structures |
| Implementation | Daily exposure to quality books for a minimum of ten minutes  Development of a reading spine  Recommended texts linked to other areas of learning / topics  Opportunities to hear a range of adults read, through experiences such as ‘teacher swap’ and ‘secret reader’. | | | | |
|  | **FS** | **Y1** | **Y2** | **Y3/4** | **Y5/6** |
| **Wider reading – recommended texts that children will be encouraged to read independently or have read to them.** | **The Gruffalo**  - Julia Donaldson  **Stick Man**  - Julia Donaldson  **Room on the Broom**  - Julia Donaldson  **The Smartest Giant in Town**  - Julia Donaldson  **The Pig in the Pond -** Martin Waddell  **Farmer Duck** - Martin Waddell  **Can’t you sleep, little bear?**  - Martin Waddell  **We’re Going on a Bear Hunt**  - Michael Rosen & Helen Oxenbury  **Guess How Much I Love You -**  Sam McBratney  **Silly Billy**  - Anthony Browne  **Dear Zoo**  - Rod Campbell  **Where’s Spot? -** Eric Hill  **Hairy Maclary from Donaldson’s Dairy**  - Lynley Dodd  **Elmer** - David McKee  **The Worrysaurus/ The Lion Inside** by Rachel Bright  **Wonky Donkey** by Craig Smith  **Astro-girl**  by Ken Wilson-Max  **Out and About**  - Shirley Hughes  **Sharing a Shell**  - Julia Donaldson & Lydia Monks  **The Oxford Book of Nursery Rhymes**  **Poems for the Very Young**  ed. Michael Rosen | **Little Red Riding Hood/ Cinderella/ Sleeping Beauty/ The Frog Prince/The Three Little Pigs/ Jack and the Beanstalk/ Rumpelstiltskin-** traditional  **You Choose -**  Nick Sharratt  **On the Way Home**  - Jill Murphy  **Augustus and His Smile** - Catherine Rayner  **The Jolly Postman**  - Allan Ahlberg  **The Tiger Who Came to Tea -**  Judith Kerr  **Six Dinner Sid -** Inga Moore  **Love You Forever** - Robert Munsch  **Old Bear Stories -**  Jane Hissey  **This Little Puffin**  compiled by Elizabeth Matterson  **There’s a Rang-tan in My Bedroom** by James Sellick and Frann Preston-Gannon  **The Owl and the Pussycat -** Edward Lear  **The Proudest Blue**  by Ibtihaj Muhammad | **Dogger -**  Shirley Hughes  **Cops and Robbers -**  Allan Ahlberg  **The Owl Who was Afraid of the Dark -**  Jill Tomlinson  **The Incredible Book-Eating Boy**  - Oliver Jeffers  **Sophia Valdex, future prez**  by Andrea Beatty  **Aaron Slater, Illustrator** by Andrea Beatty  **The True Story of the 3 Little Pigs** by Jon Sciezka  **The Most Magnificent Thing** - Ashley Spires  **Have you filled a bucket today?** - Carol McLeod  **The Big Bag of Worries**  - Virginia Ironside  **Rainbow Fish -**  Marcus Pfister  **The Dot**  - Peter H. Reynolds  **Amazing Grace**  - Mary Hoffman & Caroline Hinch  **It’s a Book -**  Lane Smith  **The Puffin Book of Fantastic First Poems** ed June Crebbin  **Heard it in the Playground -**  Allan Ahlberg  **Mr Nobody**  - Walter de la Mere  **Amazing Grace** by Mary Hoffman  **Counting on Catherine** by Helaine Becker  **Hidden Figures: The True Story of Four Black Women and the Space Race**  Simon Bartram  **Beegu** – Alexis Deacon | **The Lion, The Witch and The Wardrobe**  - C. S. Lewis  **Charlotte’s Web -**  EB White  **Flat Stanley** by Jeff Brown  **A Bear Called Paddington**  by Michael Bond  **The Velveteen Rabbit**  by Marjery Williams  **Stig of the Dump -**  Clive King  **Pippi Longstocking -**  Astrid Lindgren  **Emil and the Detectives -**  Erich Kastner  **Woof -** Allan Ahlberg  **The Firework-Maker’s Daughter**  - Philip Pullman  **George’s Marvellous Medicine -**  Roald Dahl  **The Twits -**  Roald Dahl  **Charlie and the Chocolate Factory -**  Roald Dahl  **The Boy at the Back of the Class** by Onjali Q. Rauf  **Rumaysa – a fairy tale**  by Radiya Hafiza  **The Other Side of Truth** by Beverly Naidoo  **Bill’s New Frock -**  Anne Fine  **The Hodgeheg -**  Dick King-Smith  **Please Mrs Butler**  - Allan Ahlberg  **Poetry Emotion -**  Stewart Henderson  **Revolting Rhymes** - Roald Dahl  **The Puffin Book of Utterly Brilliant Poetry** ed. Brian Patten  **T.S. Eliot’s Book of Practical Cats** | **The Call of the Wild/ White Fang** - Jack London  **Windrush Child** by Benjamin Zephaniah  **Black and British**  by David Olusoga  **Around the World in 80 Days -**  Jules Verne  **Tom’s Midnight Garden -**  Philippa Pearce  **Wolf Brother -**  Michelle Paver  **The Midnight Fox -**  Betsy Byars  **Rooftoppers** by Katherine Rundell  **FArTHER**  Grahame Baker-Smith  **Varjak Paw** - S. F. Said  **Kensuke’s Kingdom**  - Michael Morpurgo  **Mohinder’s War** by Bali Rai  **Clockwork -**  Phillip Pullman  **I, Coriander** by Sally Gardner  **Pig-Heart Boy -**  Malorie Blackman  **Race to the Frozen North**  by Katherine Johnson  **The Railway Children -** E. Nesbitt  **Journey to the River Sea**  - Eva Ibbotsen  **Lost Magic: the very best of Brian Moses**  **Jabberwocky -**  Lewis Carroll  **Cautionary Tales for Children** - Hilaire Belloc  **Life Doesn’t Frighten Me -**  Maya Angelou  **Holes** by Louis Sachar  **Dragon Rider** by Cornelia Funke |
| **Teaching of Reading Through Literacy Sequences and Guided Reading** | | | | | |
|  | **FS** | **Y1** | **Y2** | **Y3/4** | **Y5/6** |
|  | Children learn to enjoy a range of stories and books, responding to the words and illustrations and developing awareness of the link between the two. Children develop phonic awareness through taking part in a variety of rhyming activities, identifying words that begin with the same sound and enjoying rhythmic or repetitive texts.  Children develop the ability to discriminate initial and final sounds in words.  Children begin to link sounds and letters, naming and sounding the letters of the alphabet.  Children hold books the right way up and turn pages appropriately. Children show interest in illustrations and print in books and in the environment.  Children learn to recognise and read some common sight words and familiar words such as their own name.  Children begin to break the flow of speech into words.  Children begin to read and understand some simple sentences. | Children develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;  being encouraged to link what they read or hear to their own experiences;  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;  recognising and joining in with predictable phrases;  learning to appreciate rhymes and poems, and to recite some by heart and discussing word meanings, linking new meanings to those already known.  Children draw on what they already know or on background information and vocabulary provided by the teacher to understand books they read or listen to.  Children will be shown how to check that the text makes sense to them as they read and correct inaccurate reading.  Children discuss the significance of the title and events.  Children make inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read so far  Children participate in discussion about what is read to them, taking turns and listening to what others say.  Children apply phonic knowledge and skills as the route to decode words. They read accurately by blending sounds in words containing GPCs that have been taught, including words of more than one syllable.  Children re-read books to build up their fluency and accuracy in word-building. | Children will have opportunities to  listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.  Children will discuss the sequence of events in books and how items of information are related.  Children will become increasingly familiar with and practise retelling a wider range of stories, fairy stories and traditional tales.  Children will be introduced to non-fiction books that are structured in different ways.  Children will recognise simple recurring literary language in stories and poetry.  Children will discuss and clarify the meanings of words, linking new meanings to known vocabulary and they will discuss their favourite words and phrases.  Children will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  Children will be taught to understand texts by drawing on what they already know or on background information and vocabulary provided by the teacher.  Children will be taught to check that the text makes sense to them as they read, and correcting inaccurate reading. Children will be shown how to make inferences on the basis of what is being said and done, answer and ask questions; and predict what might happen on the basis of what has been read so far.  Children will participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  Children will explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  recognising alternative sounds for graphemes.  Children will continue to be taught to use their phonic skills to read unfamiliar words and will also be encouraged to develop their knowledge of key sight words and read texts more than once to develop fluency and understanding. | Children will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Children will read books that are structured in different ways, discuss the purpose and intended audience of texts and identify features that make the text suitable for a given purpose and audience.  Children will be introduced to and encouraged to read a wider range of genres, styles and authors.  Children will be taught to identify themes and conventions in different types of texts.  Children will explore how language, structure and presentation contribute to meaning.  Children will collect and develop new vocabulary from their reading, using dictionaries to check the meaning of words that they have read and applying words in new contexts.  Children will prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Children will discuss words and phrases that capture the reader’s interest and imagination.  Children will be taught to recognise some different forms of poetry.  Children will be shown how to ask questions to improve their understanding of a text and they will practise drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence.  Children will practise summarising what they have read, including ideas drawn from more than one paragraph.  Children will predict what might happen from details stated or implied in a text.  Children will be taught to retrieve and record information from non-fiction texts. | Children will continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,  reading books that are structured in different ways and reading for a range of purposes. Children will  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  Children will identify and discuss themes and conventions in and across a wide range of writing,  making comparisons within and across books.  Children will learn a wider range of poetry by heart. THey will prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  Children will ask questions to improve their understanding about a text. They will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Children will discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  They will distinguish between statements of fact and opinion and develop independence in retrieving, recording and presenting information from a range of non-fiction texts.  Children will participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.  They will explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.  Children will provide reasoned justification for their views about texts and authorial intent  Children will be challenged to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English [Appendix 1](https://sites.google.com/site/primarycurriculum2014/Appendix1.pdf?attredirects=0&d=1), both to read aloud and to understand the meaning of new words that they meet. |
| **Implementation** | See below for the texts that will be used to teach these reading skills in each phase. Note that the green sections are mandatory, while the amber sections are suggestions to be used at the discretion of individual teachers according to the needs of the pupils in their class. | | | | |

**KS1 Objectives** Year 1 Year 2

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|  | **Autumn** | **Spring** | **Summer** |
| **Literal Comprehension** | Answer questions about information on a selected page.  Retell, with prompting, some key points of a simple story in the correct sequence.  Answer 'how' and 'why' questions or other straightforward questionsbased on one point in a text they have read,where answer is clear in the book.  Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture.  Refer to the book to retell main points in the correct sequence.  With support, check the text makes sense as they read and correct inaccurate reading.  Answer literal or deductivequestions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher.  Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.  With occasional support, check text makes sense as they read, and able to correct mistakes. | Identify and link two significant events in a story they have listened to or read.  Point to author's name on a book cover where name is easily identifiable, and explain what an author does.  Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it.  Find a specific piece of information in answer to a literal question when looking at a double-page spread.  Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.  Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.  Retell recently read stories, including main characters and most key events, in correct order with minimal prompting.  Usually checks for themself that text makes sense as they read, and correct inaccurate reading. | Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.  Retell familiar stories which have been read to them and discussed with them.  Explain their understanding clearly when referring to a book that has been read to them.  With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.  Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.  Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.  With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.  Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.  Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.  Independently check text makes sense as they read, and correct inaccurate reading. |
| **Inference** | Interpret a character's motivations ina story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.  Use the title to make a sensible prediction about the content of a book they are going to read.  Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.  Participate in discussions about books they have listened to or read, making inferences about reasons for events.  Participate in discussions about books they have listened to or read, making inferences about how characters feel.  Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. | Link events in a book, in order to answer questions about why or how events take place.  Explain a prediction about what might happen next in a book based on personal opinions and experience.  Link events in a book they have read, in order to answer questions about why or how events take place.  Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.  Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. | Participate in discussion about books, drawing simple inferences based on things said and done.  Predict what might happen on the basis of what has been read so far.  With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.  Recognise and joins in with predictable phrases in a book they have listened to or read.  Discuss why some events in a story are important and make simple links between items of information.  Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.  Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. |
| **Responding to the Text** | Choose and locate a favourite part of a book.  Give a personal opinion about an event or character and give a simple justification in a discussion about a story.  Recite two or three short poems by heart, with some prompts.  Explain how a story, poem or non-fiction topic makes them feel.  Recite with accuracy about three familiar short poems by heart. | Select a favourite book and talk about why the book is their favourite giving clear reasons.  Recite a very familiar rhyme they have learnt by heart.  With support, form a simple question they would like to ask a character about events from the story.  With some support, explain and discuss their understanding of books, poems and other material in simple terms.  Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. | Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.  Recite a simple rhyme or poem they have learnt by heart.  Participate in discussion about what is read to them, taking turns and listening to what others say.  With support, use empathy to help them understand characters and their motivation.  Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.  Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. |
| **Language for Effect** | With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them.  With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them.  Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.  Able to find a word in a sentence that has the same meaning as a given word or phrase.  Recognise clear patterns of language, such as the repetition of words or phrases.  Able to find a word in a page of text that has the same meaning as a given word. | When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.  Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.  With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration.  Recognise rhymes or alliteration in poems they have listened to or read.  Identify their favourite words and phrases. | Discuss word meanings, linking new meanings to those already known.  Recognise interesting vocabulary in a text they have listened to or read.  Discuss their favourite words and phrases.  Recognise simple recurring literary language in stories and poetry.  Discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Thematic Conventions** | Understand that some books are stories and other books contain facts about the world (non-fiction).  Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.  Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.  Beginning to recognise that some non-fiction books have features that are different from the main text.  Know what some common non-fiction features are called and what they do. | Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction.  With support, clearly explain what some common non-fiction features are called and what they do.  Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. | Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.  Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.  Talk about the significance of the title and how it relates to events in a book.  With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.  Discuss and express views about a wide range of texts they have listened to.  Able to read a range of non-fiction texts structured in different ways. |
| **Reading for Pleasure Focus** | **Choosing books - how do we choose?**  Read for a range of purposes with developing independence.  Choose appropriate texts with support.  Demonstrate engagement with reading:   * reading for growing periods of time * complete books * engage actively in book discussion   Linked objectives:  Understand that some books are stories and other books contain facts about the world (non-fiction).  Use the title to make a sensible prediction about the content of a book they are going to read. | **Community links - reading with others**  Share books with a reading buddy.  Read books recommended by others.  Demonstrate engagement with reading:   * reading a widening selection of books * engage actively in book discussion   Linked objectives:  Select a favourite book and talk about why the book is their favourite giving clear reasons.  Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters and making simple inferences on the basis of what characters do. | **Breadth of reading material - reading widely and reading deeply.**  Read books by a new author or a new genre.  Demonstrate engagement with reading:   * reading for longer periods of time * complete books * read fiction, non-fiction and poetry * re-read favourite books or sections of text.   Linked objectives:  Retell familiar stories which have been read to them and discussed with them.  Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.  Become increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell these.  Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. |

**KS1 Cycle A**

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| **Topic** | | Childhood   * Shade and Shelter (Everyday Materials) * Let’s explore the world | | Bright Lights Big City   * Taxi * Rain and Sun Rays | | School Days   * Plant Parts * Animal Parts * Street View * Chop, Slice, Mash | |
| **English Topics** | | **Narrative:**  Write story using the pattern and a familiar setting.  **Information/ Instructions:** Write a page for an information book that contains a set of instructions.  **Poetry:** Write a poem based on one of the senses. | | **Narrative:** Write own story about the adventures of a favourite toy.  **Biography recount:** Write a recount of a school trip or event.  **Poetry:** Write a ‘journey’ story with a clear sequence of events in the style of ‘The Train Ride’. | | **Information poster:** Create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist.  **Narrative:** Write their own story using real and imaginary characters.  **Poetry:**  Perform a poem as part of a class/group, using intonation, rhythm and rhyme to entertain an audience.  Write a Kenning or other type of poem using ideas from the models provided, showing word choice for effect on the reader and rhythm appropriate to the particular poem. | |
| **Core texts to refer to in English lessons** | | **Fatou, Fetch the Water** by Neil Griffiths  **Outdoor Wonderland** by Alice LIckens  **What I like** by Gervaise Phinn | | **The Naughty Bus** by Jan Oke  **My Day at the Zoo** by Jay Dale  **Train Ride** by June Crebbins | | **Seed to Sunflower** by Camilla de la  Bédoyère (QED Lifecycles)  **Dasiy Doodles** by  **Zim, Zam, Zoom** by James Carter | |
| **Additional Texts to support English teaching** | |  | |  | | **The Naughty Bus** by Jan and Jerry Oke | |
| **Featured Author** | | **Anthony Browne/ Martin Waddell** | | **Michael Bond/ A. A. Milne** | | **Allan Ahlberg/ Andrea Beatty** | |
| **Books to be read to the class** | | **Silly Billy** by Anthony Browne  **My Dad/ My Mum** by Anthony Browne  **We’re Going on a Bear Hunt** by Michael Rosen and Helen Oxenbury  **It’s a No-Money Day** by Kate Milner (empathy and understanding)  **Love you Forever** by Robert Munsch  **Once there were Giants** by Martin Waddell  **Mr Nobody** by Walter de la Mare (poem)  **Wilfrid Gordon Mcdonald Partridge** by Fox Mem | | **Paddington’s London Story Treasury/ Paddington Goes to Town** by Michael Bond  **Katie in London** by James Mayhew  **Daisy and the Trouble with London** by Kes Gray  **The King’s Hats** by Sheila Bird  **King Charles** by Isabel Sanchez Vegara (Little People, Big Dreams series, Frances Lincoln)  **The Town Mouse and the Country Mouse (Usborne First Reading)** by Susanna Davidson  **Winnie the Pooh** by A. A. Milne  **When We Were Very Young/ Now We are Six** by A. A. Milne | | **Please Mrs Butler/ Heard it in the Playground** by Allan Ahlberg  **Cops and Robbers** by Allan Ahlberg  **Each, Peach, Pear, Plum** by Allan Ahlberg  **Peepo** by Allan Ahlberg  **The Naughtiest Girl at School** by Enid Blyton  **The Name Jar** by Yangsook Choi (Cultural Diversity)  **Rosie Revere, Engineer/ Iggy Peck, Architect/Ada Twist, Scientist/ Aaron Slater, Illustrator**  by Andrea Beaty (growth mindset and diversity) | |
| **Books to support topics** | | **Me and my sister** by Rose Robbins (neurodiversity)  **Forever Star** by Gareth Peter and Judi Abbott (different types of families)  **My Big Fantastic Family**  by Adam and Charlotte Guillain (different types of families)  **The Neighbourhood Surprise** by Sarah van Dongen (cultural diversity)  **My Must-have Mum**  by Maudie Smith (representing physical disability)  **Me and My Family Tree** by Joan Sweeney  **Old Bear** by Jane Hissey  **Lost in the Toy Museum: an adventure**  by David Lucas  **Who’s in my family?: All About Our Families** by Robie H. Harris  **My Grandpa is Amazing** by Nick Butterworth  **Grandad’s Island** by Beni Davies  **Alfie and Grandma** by Shirley Hughes  **The Paper Dolls** by Julia Donaldson  **How Will I Grow?**  By Mick Manning  **The story of Windrush** by K. N. Chimbiri  **Family (Tell Me What You Remember)**  by Sarah Ridley  **The Great Big Book of Families** by Mary Hoffman  **Home Life: Through the Years** by Clare Lewis  **Getting Around: Through the Years** by Clare Lewis  **Entertainment: Through the Years** by Clare Lewis  **Toys and Games (Ways into History)**  by Sally Hewitt  **The 1950s (My Family Remembers)** by Kathryn Walker | | All Aboard the London Bus by Patricia Toht **The Great Fire of London (Usborne First Reading)**  by Susanna Davidson  **The Queen’s Knickers/ The King’s Pants** by Nicholas Allen A Walk in London by Salvatore Rubbino **The Queen’s Hat** by Steve Anthony  **Look Inside London (Usborne)** by Jonathon Melmoth & Peter Allen  **See Inside London (An Usborne flap book)**  by Rob Lloyd Jones  **Underneath the Underground** by Anthea and Wendy Turner  **This is London** by Miroslav Sasek  **Big Picture Book of London (Usborne)** by Rob Llyod Jones  **London Children’s Map (Fuy Fox)**  by Kourtney Harper  **QEII We Love You: A child’s eye celebration of Queen Elizabeth II** by various authors  **Pussy Cat, Pussy Cat, where have you been? I’ve been up to London to visit the queen (Usborne Picture Books)** by Russell Punter  **Our King Charles** by Eleanor Gray and Rose Gerrard  **The Great Fire of London** (Start-up History) by Stewart Ross  **Charlie and Lola: We Completely Must go to London** by Lauren Child  **The Tower Bridge Cat** by Tee Dobinson and Steve Cox  **London for Children** by Matteo Pericoli  **You Wouldn’t Want to Be in the Great Fire of London** by Jim Pipe & David Antram  **Toby and the Great Fire of London** by Margaret Nash & Jane Cope  **Vlad and the Great Fire of London** by Kate & Sam Cunningham  **A World of Cities** by James Brown & Lily Murray  **The Great Fire of London** by Liz Gogerly  **The Great Fire of London Unclassified** by Nick Hunter | | **Mapping a School** by Jen Green  **School (Tell me what you remember)** by Sarah Ridley  **Going to School: Comparing Past and Present** by Rebecca Rissman  **I can pick up litter (Helping the Environment)**  by Mari Schuh  **Past in Pictures: a photographic view of schools** by Alex Woolf  **Education through the Years** by Claire Lewis  **Victorian Britain (100 facts)**  Miles Kelly  **Victorians (Children in History)**  by Kate Jackson Bedford  **Children in Victorian Times (Step-up History)** by Jill Barber  **Schools (Info Buzz)** by Izzi Howell  **If I Built a School** by Chris van Dusen  **The Proudest Blue** by Ibtihaj Muhammad (Cultural Diversity)  **Teacher (Busy People)**  by Lucy M. George  **First Day at Big School** by Sam Lloyd  **Going to School** by Rose Blake  **Miss Molly’s School of Manners** by James Maclaine | |
| **Texts for Guided Reading** | | *Guided Reading in KS1 and EY is linked very closely to the Bug Club decodable books at the appropriate stage for each child. Texts are chosen to closely match phonic ability in terms of decoding but also to challenge children's reading and comprehension and in accordance with Bug Club assessment for reading and writing. In Year 2, once children have reached a stage of fluency and decoding that enables them to cope with a greater range of texts, they can be introduced to the texts from Literacy Shed + below.* | | | | | |
|  | | **Text** | **Key Objective** | **Text** | **Key Objective** | **Text** | **Key Objective** |
| **Year 2** | **Week 1** | **Childhood Through the Ages**  Information Text  *Changes within Living Memory*  *Year 2* | Answer literal or deductivequestions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. | **Settlements**  Information text  *Towns and Villages*  *Year 2* | Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. | **What do plants need to grow?**  Information text  *Plants*  *Year 2* | Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. |
| **Week 2** | **Life at School in the 1950s**  Information Text  *Changes within Living Memory*  *Year 2* | Participate in discussions about books they have listened to or read, making inferences about reasons for events. | **Villages**  Information text  *Towns and Villages*  *Year 2* | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. | **Parts of a plant**  Information text  *Plants*  *Year 2* | With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. |
| **Week 3** | **How Have Cars Changed Over the Years**  Information Text  *Changes within Living Memory*  *Year 2* | Answer literal or deductivequestions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. | **Towns**  Information text  *Towns and Villages*  *Year 2* | Usually checks for themself that text makes sense as they read, and correct inaccurate reading. | **How to grow a sunflower**  Instructions  *Plants*  *Year 2* | Able to read a range of non-fiction texts structured in different ways.  With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. |
| **Week 4** | **Keeping in Touch**  Information Text  *Changes within Living Memory*  *Year 2* | Refer to the book to retell main points in the correct sequence. | **Cities**  Information text  *Towns and Villages*  *Year 2* | With some support, explain and discuss their understanding of books, poems and other material in simple terms. | **Dandelion Seeds**  Poetry  *Plants*  *Year 2* | Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.  Recognise rhymes or alliteration in poems they have listened to or read. |
| **Week 5** | **Food From the 1950s**  Instructions  *Changes within Living Memory*  *Year 2* | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. | **Country Mouse in the Big City**  Narrative  *Towns and Villages*  *Year 2* | Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. | **Bees and Pollination**  Information text  *Plants*  *Year 2* | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Week 6** | **The Smallest Girl in the Class** by Justin Roberts  p. 1-4  *Book Study* | Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. | **The Cat and the King**  by Nick Sharratt  Chapter 1  *Book Study* | Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. | **What is a Traditional Tale?**  Information text  *Traditional Tales*  *Year 2* | Independently check text makes sense as they read, and correct inaccurate reading. |
| **Week 7** | **Great Grandad**  Poetry  *Remembrance*  *Year 2* | Able to find a word in a sentence that has the same meaning as a given word or phrase.  Recognise clear patterns of language, such as the repetition of words or phrases. | **The Cat and the King**  by Nick Sharratt  Chapter 2-3  *Book Study* | Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. | **The Storyteller**  Poetry  *Traditional Tales*  *Year 2* | Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. |
| **Week 8** | **The Smallest Girl in the Class** by Justin Roberts  p. 5-8  *Book Study* | Participate in discussions about books they have listened to or read, making inferences about how characters feel. | **The Cat and the King**  by Nick Sharratt  Chapter 4-5  *Book Study* | With support, form a simple question they would like to ask a character about events from the story. | **Hansel and Gretel**  Narrative  *Traditional Tales*  *Year 2* | Recognise interesting vocabulary in a text they have listened to or read.  Recognise simple recurring literary language in stories and poetry |
| **Week 9** | **The Smallest Girl in the Class** by Justin Roberts  p. 9-12  *Book Study* | Participate in discussions about books they have listened to or read, making inferences about reasons for events. | **The Cat and the King**  by Nick Sharratt  Chapter 6  *Book Study* | Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. | **The Elves and the Shoemaker**  Narrative  *Traditional Tales*  *Year 2* | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Week 10** | **The Smallest Girl in the Class** by Justin Roberts  p. 13-18  *Book Study* | Explain how a story, poem or non-fiction topic makes them feel.  Recognise clear patterns of language, such as the repetition of words or phrases. | **The Cat and the King**  by Nick Sharratt  Chapter 7-8  *Book Study* | Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. | **Anansi the Spider**  Narrative  *Traditional Tales*  *Year 2* | Become increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell these. |
| **Week 11** | **The Smallest Girl in the Class** by Justin Roberts  p. 19-24  *Book Study* | Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. | **The Cat and the King**  by Nick Sharratt  Chapter 9-10  *Book Study* | Identify their favourite words and phrases. | **Friends Forever (Ghana)**  Narrative  *Traditional Tales from Around the World*  *Year 2* | With support, use empathy to help them understand characters and their motivation. |
| **Week 12** | **The Smallest Girl in the Class** by Justin Roberts  p. 25-30  *Book Study* | Refer to the book to retell main points in the correct sequence.  Give a personal opinion about an event or character and give a simple justification in a discussion about a story. | **The Cat and the King**  by Nick Sharratt  Chapter 11-12  *Book Study* | Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. | **The Boastful Turtle (Philippines(**  Narrative  *Traditional Tales from Around the World*  *Year 2* | Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. |

**KS1 Cycle B**

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| **Topic** | | Movers & Shakers   * Human Survival * Mix it * Remarkable Recipes * Let’s Explore the World * Habitats * Still Life | | Magnificent Monarchs   * Animal Survival * Portraits and Poses * Cut, Stitch & Join * Push and Pull | | Coastlines   * Uses of Materials * Flower Head * Beach Hut * Plant Survival | |
| **English Topics** | | **Letter Writing:** Write a letter about a problem.  **Biography:** Write a sequential biography of aspects of a famous person who links to a topic area.  **Poetry:** Write an alphabet book using some alliteration. | | **Fairy tale fiction:** Write own story in the style of a traditional tale using story box cards.  **Non-chronological report:** Create a dual-voice text about a family of animals or group of related items.  **Biography:** Write a biography of the life of Mary Anning. | | **Narrative:** Write a funny story with a cumulative structure.  **Letter:** Write a letter asking for help with an environmental issue.  **Poetry:** Write a poem about a sea creature you have learnt about  *or*  Write a poem about something you like or enjoy doing linked to the sea. | |
| **Core texts to refer to in English lessons** | | **Dear Mother Goose** by Michael Rosen and Nick Sharratt  **Amelia Earhart** by Izabel Sanchez Vegara**/ Rosa Parks** by Lisbeth Kaiser (Little People, Big Dreams series, Frances Lincoln)  **Ellsworth’s Extraordinary Electric Ears** by Valerie Fisher | | **Snow White and Story Box** by from Classic Fairy Tales by Berlie Doherty and Jane Ray (Walker) Story Box by Anne Laval (Magma)  **Penguins** by Emily Bone, illustrated by Jenny Cooper and Tim Haggerty  **Tell Me a Dragon** by Jackie Morris | | **Mrs Armitage and the Big Wave** by Quentin Blake  **Stella and the Seagull** by Georgina Stevens and Izzy Burton  **A First Book of the Sea** by Nicola Davies and Emily Sutton | |
| **Additional Texts to support English teaching** | |  | | **Snow White: 4 beloved tales** by Jessica Gunderson  **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas  **The True Story of the 3 Little Pigs by A. Wolf**  as told to Jon Scieszka  **Jack and the Beanstalk** by Mara Alperin  **Goldilocks and the Three Bears** illustratedby Mike and Carl Gordon | | **Deep Sea Poetry: for children** by Lauren Reynolds  **Seaside Poems** by Jill Bennet and Nick Sharratt  **Mrs Armitage on Wheels** by Quentin Blake | |
| **Featured Author** | | **Michael Rosen/ Dr. Seuss** | | **Rachel Bright/ Craig Smith** | | **Julia Donaldson/ Mick Inkpen** | |
| **Books to be read to the class** | | **Coming to England** by Floella Benjamin (cultural diversity)  **Malala’s Magic Pencil** by Malala Yousefzai (diversity and inclusion)  **You are Special** by Max Lucado  **Chocolate Cake** by Michael Rosen | | **Snow White: 4 beloved tales** by Jessica Gunderson  **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas  **The True Story of the 3 Little Pigs by A. Wolf**  as told to Jon Scieszka  **Jack and the Beanstalk** by Mara Alperin  **Goldilocks and the Three Bears** illustratedby Mike and Carl Gordon  **The Koala Who Could/ The Lion Inside/ The Squirrels Who Squabbled/ The Worrysaurus**  by Rachel Bright  **The Wonky Donkey** by Craig Smith  **Mixed up Fairy Tales** by Hilary Robinson and Nick Sharratt | | **Where the Wild Things Are** by Maurice Sendak  **Lost and Found** by Oliver Jeffers  **Nothing** by Mick Inkpen  **Wonderful Earth** by Mick Inkpen & Nick Butterworth  **Tiddler** by Julia Donaldson & Axel Scheffler  **The Snail and the Whale** by Julia Donaldson  **Jack and the Flumflum Tree** by Julia Donaldson & David Robert  **The Mousehole Cat** by Antonia Barber & Nicola Bayley  **Seal Surfer** by Michael Foreman (physical disabilities)  **Found** by Sam Usher  **The Lighthouse Keeper’s Lunch**  by Ronda Armitage and David Armitage | |
| **Books to support topics** | | **Listen**  by Shannon Stocker (disability inclusion)  **Stevie Wonder** byMaria Isabel Sanchez Vegara(Little People, Big Dreams series, Frances Lincoln)  **Frida Kahlo** by Maria Isabel Sachez Vegara (Little People, Big Dreams series, Frances Lincoln) (physical disability/ cultural diversity)  **Neil Armstrong(Info Buzz)** by Izzi Howell  **Christopher Columbus and Neil Armstrong (Comparing People From the Past)**  by Nick Hunter  **Famous Explorers: Christopher Columbus and Neil Armstrong** by Charlotte Guillain  **Fantastically Great Women Who Changed the World**  by Katie Pankhurst  **This Little Explorer: A Pioneer Primer** by Joan Holub  **This Little Scientist: A Discovery Primer** by Joan Holub  **100 People Who Made History** DK  **100 Women Who Made History** DK  **Strictly No Elephants**  by Lisa Mantchev  **Man on the Moon (a day in the life of Bob)**  by Simon Bertram.  **The Way Back Home** by Oliver Jeffers  **Explorers of the Wild** by Cale Atkinson | | **Pop-up Kings and Queens**  by Rachael Saunders  **Pop-up Crown Jewels**  by Rachael Saunders  **Kings and Queens: 100 Facts** by Miles Kelly  **Alfred the Great (British History Makers)**  by Claire Throp  **Henry VIII (Popcorn: People in History\_**  by Steve White-Thomson  **Elizabeth I (Popcorn: People in History\_**  by Steve White-Thomson  **Elizabeth I (History Heroes)** by Damian Harvey  **Queen Vica (Info Buzz)** by Izzi Howell  **Elizabeth II (Info Buzz)** by Izzi Howell  **Elizabeth I and Queen Victoria (Comparing People from the Past )**  by Nick Hunter  **Katie in London**  by James Mayhew  **Queen Victoria’s Knickers**  by Jackie French  **Paddington at the Palace** by Michael Bond  **The Queen’s Hat** by Steve Antony  **King Arthur and the Knights of the Round Table**  by Marcia Williams  **The Royal Nappy (A Royal Baby Book)**  by Nicholas Allen  **The Cook and the King**  by Julia Donaldson  **The Paper Bag Princess** by Robert Munsch  **Small Knight and George** by Ronda Armitage | | At the Beach by Roland HarveyNational Trust: Look What I found at the seaside by Moira Butterfield and Jesus Verona **The Night Pirates** by Peter Harris & Deborah Allwright  **A First Book of the Sea** by Nicola Davies & Emily Sutton  **Secrets of the Seashore: A Shine-a-Light Book** by Carron Brown & Alyssa Nassner  **Storm Whale** by Benji Davies  **How Does a Lighthouse Work?**  by Roman Belyaev  **Sally and the Limpet** bySimon James  **The Secret of Black Rock** by Joe Todd-Stanton  **Magic Beach** by Alison Lester  **Billy’s Bucket** by Kes Gray & Garry Parsons  **Seashore: 100 Facts** by Steve Parker  **Dougal’s Deep-Sea Diary** by Simon Bartram  **Hooray for Fish** by Lucy Cousins (EYFS)  **Twinkle, Twinkle, Squiglet Pig** by Joyce Dunbar & Tim Hopgood  **Big Book of Ships** by Minna Lacey & Gabriele Antonini (Usborne)  **The Journey Home** by Frann Preston-Gannon  **Goodnight Ocean** by Adam Gamble  **Once Upon a Tide** by Tony Mitton & Selina Young  **A Sailing Boat in the Sky** by Quentin Blake  **The Flotsam Fairy** by Mark Fraser  **Portside Pirates** by Osear Seaworthy & Debbie Harter  **The Pirates of Scurvy Sands/ The Pirates Next Door/ The Pirate Cruncher** by Jonny Duddle  **The Pirate Code** by Tom Easton & Matt Buckingham  **Pirates in Pyjamas** by Caroline Crowe  **Do Pirates Take Baths?**  by Kathy Tucker  **Leo and the Octopus** by Isabelle Marinov and Chris Nixon (neurodiversity) | |
| **Texts for Guided Reading** | | *Guided Reading in KS1 and EY is linked very closely to the Bug Club decodable books at the appropriate stage for each child. Texts are chosen to closely match phonic ability in terms of decoding but also to challenge children's reading and comprehension and in accordance with Bug Club assessment for reading and writing. In Year 2, once children have reached a stage of fluency and decoding that enables them to cope with a greater range of texts, they can be introduced to the texts from Literacy Shed + below.* | | | | | |
|  | | **Text** | **Key Objective** | **Text** | **Key Objective** | **Text** | **Key Objective** |
| **Year 2** | **Week1** | **Baa Baa black sheep**  Narrative  *Nursery Rhyme Narratives*  *Year 2* | Give a personal opinion about an event or character and give a simple justification in a discussion about a story. | **What is a Traditional Tale?**  Information text  *Traditional Tales*  *Year 2* | Usually checks for themself that text makes sense as they read, and correct inaccurate reading. | **Seas and Oceans**  Information text  *Underwater*  *Year 2* | With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. |
| **Week 2** | **Hey Diddle Diddle**  Narrative  *Nursery Rhyme Narratives*  *Year 2* | Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. | **The Storyteller**  Poetry  *Traditional Tales*  *Year 2* | Recognise rhymes or alliteration in poems they have listened to or read.  Identify their favourite words and phrases. | **Sea Life**  Information text  *Underwater*  *Year 2* | Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. |
| **Week 3** | **Hickory Dickory Dock**  Narrative  *Nursery Rhyme Narratives*  *Year 2* | Participate in discussions about books they have listened to or read, making inferences about reasons for events. | **Hansel and Gretel**  Narrative  *Traditional Tales*  *Year 2* | With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. | **Mermaids**  Information text  *Underwater*  *Year 2* | Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. |
| **Week 4** | **Mary Had a Little Lamb**  Narrative  *Nursery Rhyme Narratives*  *Year 2* | Participate in discussions about books they have listened to or read, making inferences about how characters feel. | **The Elves and the Shoemaker**  Narrative  *Traditional Tales*  *Year 2* | Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. | **Layers of the Ocean**  Information text  *Underwater*  *Year 2* | With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. |
| **Week 5** | **Old Mother Hubbard**  Narrative  *Nursery Rhyme Narratives*  *Year 2* | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. | **Anansi the Spider**  Narrative  *Traditional Tales*  *Year 2* | Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. | **Coral Reefs**  Information text  *Underwater*  *Year 2* | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Week 6** | **The Space Race**  Information text  *The Moon Landings*  *Year 2* | With occasional support, check text makes sense as they read, and able to correct mistakes. | **The Cat and the King**  by Nick Sharratt  Chapter 1  *Book Study* | Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. | **How Can We Protect Our Oceans?**  Information text  *Oceans*  *Year 2* | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. |
| **Week 7** | **Walking on the Moon**  Poetry  *The Moon Landings*  *Year 2* | Recognise clear patterns of language, such as the repetition of words or phrases. | **The Cat and the King**  by Nick Sharratt  Chapter 2-3  *Book Study* | Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. | **What Can You Do At the Seaside?**  Information text  *Seaside*  *Year 2* | Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. |
| **Week 8** | **Fly Me to the Moon**  Narrative/ Recount  *The Moon Landings*  *Year 2* | Able to find a word in a page of text that has the same meaning as a given word. | **The Cat and the King**  by Nick Sharratt  Chapter 4-5  *Book Study* | With support, form a simple question they would like to ask a character about events from the story. | **Seaside Magic**  Narrative  *Seaside*  *Year 2* | Discuss why some events in a story are important and make simple links between items of information.  Discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Week 9** | **Ghandi**  Information text/ biography  *Activists*  *Year 2* | Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. | **The Cat and the King**  by Nick Sharratt  Chapter 6  *Book Study* | Retell recently read stories, including main characters and most key events, in correct order with minimal prompting. | **Postcards from the Seaside**  Narrative/recount/ letters  *Seaside*  *Year 2* | Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. |
| **Week 10** | **Martin Luther King**  Information text/ biography  *Activists*  *Year 2* | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. | **The Cat and the King**  by Nick Sharratt  Chapter 7-8  *Book Study* | Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. | **Fossil Finder**  Biography  *Seaside*  *Year 2* | With support, use empathy to help them understand characters and their motivation. |
| **Week 11** | **Greta Thunberg**  Information text/ biography  *Activists*  *Year 2* | Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. | **The Cat and the King**  by Nick Sharratt  Chapter 9-10  *Book Study* | Identify their favourite words and phrases. | **A Victorian Seaside**  Information text  *Seaside*  *Year 2* | With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. |
| **Week 12** | **Emmeline Pankhurst**  Information text/ biography  *Activists*  *Year 2* | Refer to the book to retell main points in the correct sequence. | **The Cat and the King**  by Nick Sharratt  Chapter 11-12  *Book Study* | Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. | **The Rockpool Crab**  Poetry  *Habitats*  *Year 2* | Recognise interesting vocabulary in a text they have listened to or read.  Discuss their favourite words and phrases.  Recognise simple recurring literary language in stories and poetry. |

**KS2 Objectives Year 3 Year 4 Year 5 Year 6 Year 6+(GDS)**

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|  | **Autumn** | **Spring** | **Summer** |
| **Literal Comprehension** | With support, explain the main point of a paragraph or page they have just read.  Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.  Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words.  Know information can be found in non-fiction features such as diagrams, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.  Retrieve information from fiction or non-fiction and, with support, record this information.  With support, identify main ideas drawn from more than one paragraph.  Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to the listener. )  With occasional support, make a good estimate of the meaning of an unfamiliar word in context.  Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.  Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.  Answers questions about similarities and differences between two chapters of a book.  Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context.  Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.  Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.  Participate in discussion about the similarities and differences between two books on a similar topic or by the same author.  Accurately track meaning of text during reading, seldom needing to pause to self-correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | Automatically track the meaning of the text during reading, pausing to self-correct where necessary.  With some support or prompting, explain the meaning of what has been read, in response to questions.  Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose.  Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered.  With support, concisely sum up the main ideas drawn from more than one paragraph.  Ask a question they would like to find the answers to in a fiction or a non-fiction text.  Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.  Select and sort information from a range of sources and, with minimal support, record this information.  Ask questions to improve understanding of a text.  Start to select information independently from more than one source and often summarise it (in speech or note form).  Summarise main ideas and concerns in a book, identifying key details that support main ideas. | Explain the main idea of a paragraph or page they have just read.  Retrieve specified information from a range of fiction and non-fiction texts.  Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.  Retell longer familiar stories they have read (eg. myths and legends.)  Discussing a book with others, ask questions to improve understanding of the text.  Retell stories with support and relay the main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on the purpose.  Check that a text makes sense, discussing their understanding and explaining the meaning of words in context.  Identify the main ideas drawn from more than one paragraph and summarise these.  Retrieve and record information from fiction and non-fiction.  Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.  Pay close attention to the meanings of words when reading.  Use knowledge of idiom and figurative language to help understand meaning of a text.  Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.  Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.  Retrieve, record and present information from fiction and non-fiction.  Check that text makes sense, discussing their understanding and explaining the meaning of words in context.  Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text.  Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts.  Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. |
| **Inference** | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story.  Distinguish between simple statements of fact and opinion where are opinions are clearly signposted with ‘I think’.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence.  Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text.  Make more detailed predictions drawing on details from the text, with some prompting if necessary.  Distinguish between statements of fact and opinion when both are included in a text.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.  Predict what might happen from details based on character and/or setting, identifying the evidence in the text. | With support, make inferences, such as inferring characters’ feelings and motives from their actions.  Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence.  Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence.  Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints.  Distinguish between facts and opinions when both are included in a sentence.  Answer questions about similarities and differences between two books on a similar topic.  Make comparisons within and across books.  Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text.  With minimal prompting, read between the lines to predict what might happen from details stated and implied.  Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience. | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions.  Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction.  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence.  Participate in discussion about books, taking turns and listening to what others say.  Identify some similarities and differences between two versions of a traditional tale.  Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character.  Use information from a text to draw straightforward inferences about how ideas are related.  Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.  Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.  With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence.  Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. |
| **Responding to the Text** | Copy a modelled reading of a poem, with predictable expression or, after, rehearsal, follow simple stage directions for how to read lines of a play.  Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  Use appropriate actions and gestures to convey the meaning of a poem or play script.  With support, review a book they have read, explaining why they would or would not recommend the book to others.  Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.  With support, provide reasoned justifications for their views in response to prompts.  Present information they have found out from a book or other source, maintaining a focus on the topic.  Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.  With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.  Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text.  Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate.  Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this. | Give an opinion on a moral dilemma presented in a story.  Copy a modelled reading of a poem with varying expression and volume or follow stage directions for how to read lines of a play.  Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  Recommend books to peers, usually giving clear reasons for their choices.  Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience.  With support where necessary, provide justifications for their views.  Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes.  Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.  Recommend books to peers, giving reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the same author.  Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text. | Give an opinion on a moral dilemma presented in a story and give simple reasons for this.  Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions.  Participate in discussions about books, and with support can build on their own and others' ideas.  Provide reasoned justifications for their views.  Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.  Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.  Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.  With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it.  Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these.  Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read. |
| **Language for Effect** | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.  Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination.  Usually recognise, when reading, an unfamiliar word and use a dictionary to find the meaning of a new word.  With support, discuss how authors use language, including similes, considering the impact on the reader.  Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else.  Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader.  With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.  With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text.  Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).  When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.  Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader.  Use knowledge of how a dictionary is structured to find out the meaning of words.  Use a dictionary to check the meaning of words they have read.  Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination.  Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.  Take part in discussion to explore words with different or similar meanings, based on their reading.  Discuss and evaluate how authors use figurative language, considering the impact on the reader.  With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.  Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not. |
| **Thematic Conventions** | Identify some ways in which structure and presentation contribute to meaning.  Begin to recognise some themes and conventions in fairy stories and traditional tales.  Recognise some different forms of poetry.  Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.  With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.  Identify how structure and presentation contribute to meaning in an increasing range of text types.  Identify and discuss themes and conventions in and across two related books they have read.  Read for a wider range of purposes. | Read or listen to a variety of myths and legends and explain some of these.  Begin to use familiar non-fiction features independently to help navigate a text.  Identify key themes and conventions in a range of books/ text types.  With support, identify and discuss themes and conventions in and across selected texts.  Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children.  Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points.  Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader. | Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books and answer questions about the text.  With support, identify some of the ways in which language and structure contribute to meaning in different types of text.  Read books that are structured in different ways and for a range of purposes.  Identify how language, structure and presentation contribute to meaning.  Develop familiarity with an increasing range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and be able to retell stories and discuss texts.  Identify some of the ways in which fiction texts are structured, eg. through the use of chapters.  Read for a range of purposes.  Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.  With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.  Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Read books that are structured in different ways, and read for a range of purposes.  Identify and discuss themes and conventions in and across a wide range of writing.  Identify how language, structure and presentation contribute to meaning.  Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non-fiction sources, and can make thematic links between texts.  Evaluate the author's choice of text structure in terms of the impact on the reader. |
| **Reading for Pleasure Focus** | **Choosing books - how do we choose?**  Read for a range of purposes independently.  Choose appropriate texts with support.  Demonstrate engagement with reading:   * reading for sustained periods of time * complete books * engaging actively in book discussion * respond to reading in a written form   Linked objectives:  Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  With support, review a book they have read, explaining why they would or would not recommend the book to others.  Identify and discuss themes and conventions in and across two related books they have read.  Participate in discussion about the similarities and differences between two books on a similar topic or by the same author | **Community links - reading with others**  Share books with a reading buddy.  Read books recommended by others.  Demonstrate engagement with reading:   * reading a wide selection of books * engage actively in book discussion * write book reviews   Linked objectives:  Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  Recommend books to peers, usually giving clear reasons for their choices.  Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience.  With support where necessary, provide justifications for their views.  Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.  Recommend books to peers, giving reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the  Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points. | **Breadth of reading material - reading widely and reading deeply.**  Read books by a new author or a new genre.  Demonstrate engagement with reading:   * reading for sustained periods of time * complete books * engaging actively in book discussion * respond to reading in a written form   Linked objectives:  Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books and answer questions about the text.  Read books that are structured in different ways and for a range of purposes.  Develop familiarity with an increasing range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and be able to retell stories and discuss texts.  Read for a range of purposes.  Participate in discussions about books, and with support can build on their own and others' ideas.  Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Read books that are structured in different ways, and read for a range of purposes.  Identify and discuss themes and conventions in and across a wide range of writing.  Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non-fiction sources, and can make thematic links between texts |

**KS2 Cycle A**

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| **Topic** | | Through the Ages   * Prehistoric Pots * Cook Well, Eat Well * Animal Nutrition and the Skeletal System * Contrast and Complement * One Planet, Our World * Colour Theory | | Rocks, Relics and Rumbles   * Ammonite * Forces and Magnets * People and Places * Making it Move | | Emperors and Empires   * Mosaic Masters * Plant Nutrition and Reproduction * Light and Shadows * Beautiful Botanicals * Greenhouse | |
| **English Topics** | | **Narrative:** Write a story about a feelings’ thief.  **Information/ non-chronological report:** Create a book about the secrets of a local place and its history over time.  **Information/ Instructions:**Wwrite own information text around a time in history or an event such as a residential trip | | **Non-fiction/ Information:** Write a non-chronological report about rocks, fossils or volcanoes.  **Narrative Quest story:** Write a story using the quest blueprint from Firebird.  **Poetry:** Write a poem about something from the natural world to accompany a (watercolour?) picture and contribute these pages to a class book. | | **Non-chronological report/ information text:** Design/write pages of information in the style of ‘The Genius Of…’ series on a different [Roman] innovation.  **Narrative:**  Write an adventure story in a historical context.  **Play script:** Write a play script linked to a known story, such as the story of Noah or Abraham from RE. | |
| **Core texts to refer to in English lessons** | | **The Tear Thief** by Carol Ann Duffy  **The Secrets of Stonehenge** by Mick Manning and Brita Granstrom  **How to Live like a Stone Age Hunter** by Anita Ganeri | | **Rocks (Science in a Flash)** *by Georgia Amson-Bradshaw*  **Firebird** by Saviour Pirotta, ill. Catherine Hyde  **The Lost Words**by Robert McFarlane and Jackie Morris | | **Genius of the Ancients: The Romans** by Izzi Howell and Sonya Newland  **Escape from Pompeii** by Christina Balit  **The Colours of History – how colours shaped the world** | |
| **Additional Texts to support English teaching** | | **The Amazing Pop-Up Stonehenge** by Julian Richards  **The Story of Stonehenge: Activity Guide** by PeterCotrill  **How to Invent** by Lynn Huggins-Cooper | | **Volcanoes** by Izzy Howell (Y5/6)  **Hansel and Gretel** *(Year 5/6)*  **Beachcomber** by George Mackay Brown (Y3/4) | | **Who were the Romans?** (Usborne starting Point History)  **The Romans** – Philip Ardagh and Colin King | |
| **Featured Authors** | | **Michelle Paver/ Saviour Pirotta** | | **Roald Dahl/ Neil Gaiman** | | Caroline Lawrence/ Terry Deary | |
| **Books to be read to the class** | | **Stig of the Dump** by Clive King  **Stone Age Boy** by Satoshi Kitamura  **The First Drawing** by Mordicai Gerstein  **The Stolen Spear** by Saviour Pirotta and David Ortu  **(Wolf Brother** by Michelle Paver) | | **Into the Volcano** by Jess Butterworth | | **The Thieves of Ostia** by Caroline Lawrence  **Romans on the Rampage** by Jeremy Strong | |
| **Books to support topics** | | The Wild Way Home by Sophie KirtleyAncestory by Hannah SalyerStone Age to Iron Age (The History Detective Investigates) by Clare HibbertThe Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia WilliamsLive Like a Hunter Gatherer by Naomi Walmsley24 Hours in the Stone Age (graphic novel) by Lan Cook and Laurent KlingThe Street Beneath My Feet by Charlotte GuillainThe Big Book of the UK: facts, folklore and fascination from around the UK by Imogen Russell Williams and Louise Lockhart | | **Pompeii, the Lost City** by Fiona MacDonald  **Mary Anning, Fossil Hunter** by Anna Claybourne  **Escape from Pompeii** by Christina Balit  **The Secrets of Vesuvius (The Roman Mysteries)** by Caroline Lawrence  **The Pebble in My Pocket: A History of Our Earth** by Meredith Hooper  **The Firework-Maker’s Daughter** by Phillip Pullman  **Violent Volcanoes (Horrible Geography)** by Anita Ganeri  **Earth-Shattering Earthquakes (Horrible Geography)** by Anita Ganeri | | **Avoid Being a Roman Soldier** by David Stewart, illustrated by David Antram  **Eagle of the Ninth** by Rosemary SutcliffeThe Orchard Book of Roman Myths **by Geraldine Mccaughrean, illustrated by Emma Chichester Clark** The Time Travelling Cat and the Roman Eagle by Julia JarmanThe Goose Guards by Terry DearyThe Fatal Fire by Terry Deary **Meet the Ancient Romans** by James Davies Charlie and Bandit Adventures: A Roman Rescue by Kelly Gerrard, illustrated by Emma Dodd **What the Romans Did For Us** by Alison Hawes  **So You Think You’ve Got it Bad: A Kid’s Life in Ancient Rome** by Chae Strathie & Marisa Morea  **Roman Army (Usborne Discovery)** by Ruth Brocklehurst  **Romans on the Rampage** by Jeremy Strong  (pack on author’s website)  **Julius Zebra: Rumble with the Romans** by Gary Northfield  **Julius Zebra: Battle with the Britons**  by Gary Northfield | |
| **Guided Reading** | | **Text** | **Key Objective** | **Text** | **Key Objective** | **Text** | **Key Objective** |
| **Year 3** | **Week 1** | **The Stolen Spear** by Saviour Pirotta  Chapter 1  Book Study | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. | **Famous Fossils**  Information  *Rocks and Fossils*  Year 3 | With some support or prompting, explain the meaning of what has been read, in response to questions. | **The Picts**  Information text  *The Picts (Y3)*  *Or*  **Iron Age Celts**  Information text  *The Iron Age (Y3)* | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. |
| **Week 2** | **The Stolen Spear** by Saviour Pirotta  Chapters 2 and 3  Book Study | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **How a Fossil is Formed**  Information/ explanation  *Rocks and Fossils*  Year 3 | Begin to use familiar non-fiction features independently to help navigate a text. | **The Salmon of Knowledge**  Narrative  *The Picts (Y3)*  Or  **Thief**  Narrative  *The Iron Age (Y3)* | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. |
| **Week 3** | **The Stolen Spear** by Saviour Pirotta  Chapters 4 and 5  Book Study | With support, explain the main point of a paragraph or page they have just read. | **Life Under the Rocks**  Information  *Rocks and Fossils*  *Year* | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Letter from a Roman**  Letter  *The Picts (Y3)*  *And/or*  **A Roman Invasion**  Diary  *The Iron Age (Y3)* | Identify some ways in which structure and presentation contribute to meaning. |
| **Week 4** | **The Stolen Spear** by Saviour Pirotta  Chapters 6 and 7  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Soil**  Information  *Rocks and Fossils* | Automatically track the meaning of the text during reading, pausing to self-correct where necessary. | **All About the Romans**  Information text  *The Romans (Y3)* | Identify some ways in which structure and presentation contribute to meaning. |
| **Week 5** | **The Stolen Spear** by Saviour Pirotta  Chapters 8 and 9  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Types of Rock**  Information  *Rocks and Fossils* | With some support or prompting, explain the meaning of what has been read, in response to questions. | **Gladiators**  Information text  *The Romans (Y3)* | Distinguish between simple statements of fact and opinion where are opinions are clearly signposted with ‘I think’. |
| **Week 6** | **Krag and the Beast**  Narrative  *The Stone Age*  *Year 3* | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 1  Fiction | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **Food and Drink**  Information text  *The Romans (Y3)* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words. |
| **Week 7** | **Stone Houses**  Non-Chronological Report  *The Stone Age*  *Year 3* | Identify some ways in which structure and presentation contribute to meaning. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 2  Fiction | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | **Hadrian’s Wall**  Information text  *The Romans (Y3)* | With support, explain the main point of a paragraph or page they have just read. |
| **Week 8** | **The Stone Age**  Information  *The Stone Age*  *Year 3* | With support, explain the main point of a paragraph or page they have just read.  (Summarising) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 3  Fiction | Give an opinion on a moral dilemma presented. | **Flat Stanley** by Jeff Brown  Chapter 1  Book Study | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. |
| **Week 9** | **Skara Brae**  Information  *The Stone Age*  *Year 3* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words.  (Vocabulary/ inference focus) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 4  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Flat Stanley** by Jeff Brown  Chapter 2  Book Study | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. |
| **Week 10** | **Food**  Information  *The Stone Age*  *Year 3*  *(Supplement with other texts that show a range of non-fiction features such as nutrition charts or diagrams)* | Know information can be found in non-fiction features such as diagrams, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 5  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Flat Stanley** by Jeff Brown  Chapter 3  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. |
| **Week 11** | **Hillforts**  Information  *The Iron Age*  *Year 3* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words.  (Vocabulary focus) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 6  Fiction | Read or listen to a variety of myths and legends and explain some of these. | **Flat Stanley** by Jeff Brown  Chapter 4  Book Study | With support, explain the main point of a paragraph or page they have just read. |
| **Week 12** | **A Roman Invasion**  Diary Entry  *The Iron Age*  *Year 3* | Distinguish between simple statements of fact and opinion where are opinions are clearly signposted with ‘I think’. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 7  Fiction | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **Flat Stanley** by Jeff Brown  Chapter 5  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. |
| **Year 4** | **Week 1** | **The Skeleton**  Information  *The Human Body*  *Year 4* | Retrieve information from fiction or non-fiction and, with support, record this information.  (Retrieval focus) | **Volcanoes of the World**  Information text  *Volcanoes*  *Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered. | **Who were the Ancient Romans?**  Explanation  *The Romans (Y4)* | Usually recognise, when reading, an unfamiliar word and use a dictionary to find the meaning of a new word.  With occasional support, make a good estimate of meaning of an unfamiliar word in context. |
| **Week 2** | **Digestion**  Explanation text  *The Human Body*  *Year 4* | With support, identify main ideas drawn from more than one paragraph.  (Retrieval focus) | **Parts of a Volcano**  Information text  *Volcanoes*  *Year 4* | Ask a question they would like to find the answers to in a fiction or a non-fiction text. | **Gladiator**  Fiction  *The Romans (Y4)* | Retrieve information from fiction (or non-fiction) and, with support, record this information. |
| **Week 3** | **Stone Age Boy** by Satoshi Kitamuri  p.6-7 (guided) and 8-11 (independent)  *Book Study*  *See VIPERS Guide* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence.  (Inference focus) | **Pompeii**  Narrative  *Volcanoes*  *Year 4* | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.  (Vocabulary focus) | **Julius Caesar**  Explanation  *The Romans (Y4)* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. |
| **Week 4** | **Stone Age Boy** by Satoshi Kitamuri  p.12-14  *Book Study*  *See VIPERS Guide* | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction.  (Prediction focus) | **Violent Volcano (Mount St. Helen’s)**  Newspaper  *Volcanoes*  *Year 4* | Identify key themes and conventions in a range of books and text types.  *Features of a newspaper report?*  (Vocabulary focus) | **Romans**  Infographic  *The Romans (Y4)* | Retrieve information from (fiction or) non-fiction and, with support, record this information. |
| **Week 5** | **Stone Age Boy** by Satoshi Kitamuri  p.15-21  *Book Study*  *See VIPERS Guide* | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  (Inference/ Vocabulary focus?) | **Enormous Eruptions**  Newspaper  *Volcanoes*  *Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered. | **What Have the Romans Done for Us**  Information  *The Romans (Y4)* | With support, identify main ideas drawn from more than one paragraph. |
| **Week 6** | **Stone Age Boy** by Satoshi Kitamuri  p.22-27  *Book Study*  *See VIPERS Guide* | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination.  (Vocabulary focus) | **A Bear Called Paddington** by Michael Bond  Chapter 1  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 1-4 | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction. |
| **Week 7** | **Stone Age Boy** by Satoshi Kitamuri  p.28-34  *Book Study*  *See VIPERS Guide* | Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to the listener.)  (Explanation focus) | **A Bear Called Paddington** by Michael Bond  Chapter 2-3  Book Study | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 5-8 | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. |
| **Week 8** | **A Healthy Diet**  Information  *Eating and Digestion*  *Year 4* | Retrieve information from fiction or non-fiction and, with support, record this information.  (Retrieval focus | **A Bear Called Paddington** by Michael Bond  Chapter 3-4  Book Study | Identify key themes and conventions in a range of books/ text types. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 9-12 | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. |
| **Week 9** | **A Letter from an Allergy Sufferer**  Information/ letter  *Eating and Digestion*  *Year 4* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence.  (Inference focus) | **A Bear Called Paddington** by Michael Bond  Chapter 5-6  Book Study | Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 13-16 | Usually recognise, when reading, an unfamiliar word and use a dictionary to find the meaning of a new word. |
| **Week 10** | **Dinner Time Duty**  Play script  *Eating and Digestion*  *Year 4* | With occasional support, make a good estimate of the meaning of an unfamiliar word in context.  (Vocabulary focus)  Use appropriate actions and gestures to convey the meaning of a poem or play script. | **Hansel and Gretel**  Fiction  *Stories with a Past (Y4}* | Identify key themes and conventions in a range of books/ text types. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 17-20 | With support, identify main ideas drawn from more than one paragraph. |
| **Week 11** | **Teeth/ Weird and Wonderful Digestive Systems**  Information text  *Eating and Digestion*  *Year 4* | With support, identify main ideas drawn from more than one paragraph.  (Summarising/ Explanation focus) | **Humpty Dumpty**  Fiction  *Stories with a Past (Y4}* | With support, concisely sum up the main ideas drawn from more than one paragraph. | **Empire’s End: A Roman Story** *by Leila Rashid*  Fiction  Chapter 21-22 | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. |
| **Week 12** | **The Beanstalk Giant**  Fiction  *Stories with a Past (Y4}* | Begin to recognise some themes and conventions in fairy stories and traditional tales. | **The Three Bears**  Fiction  *Stories with a Past (Y4}* | Begin to recognise some themes and conventions in fairy stories and traditional tales. | **The Night Mail**  by W.H.Auden  Classic poetry | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions. |
| **Year 5** | **Week 1** | **A Country Shaped by Travel**  Information text  *The UK*  *Year 5* | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process.  (Vocabulary / explanation focus) | **Hansel and Gretel** by Neil Gaiman  Pages 4-9 | With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. | **Human Migration**  Information text  *Migration*  *Year 5* | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. |
| **Week 2** | **Who’s in Charge?**  Information text  *The UK*  *Year 5* | Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.  (Summary focus) | **Hansel and Gretel** by Neil Gaiman  Pages 12-17 | Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. | **Different Types of Migration**  Information text  *Migration*  *Year 5* | Often understands and explains meaning of an unfamiliar word in context. |
| **Week 3** | **Charles Rennie Mackintosh**  Information text  *The UK*  *Year 5* | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.  (Retrieval focus) | **Hansel and Gretel** by Neil Gaiman  Pages 20-25 | Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. | **Long Distance Migrations**  Information text  *Migration*  *Year 5* | Distinguish between statements of fact and opinion when both are included in a text. |
| **Week 4** | **Four Nations in One**  Information text  *The UK*  *Year 5* | Distinguish between statements of fact and opinion when both are included in a text.  Often understands and explains meaning of an unfamiliar word in context.  (Vocabulary focus) | **Hansel and Gretel** by Neil Gaiman  Pages 28-33 | With support where necessary, provide justifications for their views. | **Short Migrations**  Information text  *Migration*  *Year 5* | Answers questions about similarities and differences between two chapters of a book.  ***(Comparison with previous text)*** |
| **Week 5** | **The River Severn**  Information text  *The UK*  *Year 5* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else.  (Vocabulary focus) | **Hansel and Gretel by** Neil Gaiman  Pages 36-41 | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. | **Amazing Migrations**  Information text  *Migration*  *Year 5* | Present information they have found out from a book or other source, maintaining a focus on the topic. |
| **Week 6** | **Cool** by Michael Morpurgo  Chapter 1  *Book Study* | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. | **Hansel and Gretel by** Neil Gaiman  Pages 44-45 | With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. | **A Country Shaped By Travel**  Information text  *The UK*  *Year 5* | With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. |
| **Week 7** | **Cool** by Michael Morpurgo  Chapter 2  *Book Study* | Make more detailed predictions drawing on details from the text, with some prompting if necessary. | **What is Gravity?**  Information text  *Forces*  *Year 5* | Distinguish between facts and opinions when both are included in a sentence. | **Who’s in charge?**  Information text  *The UK*  *Year 5* | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. |
| **Week 8** | **Cool** by Michael Morpurgo  Chapter 3  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. | **Gravity**  Narrative  *Forces*  *Year 5* | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. | **Time-travelling Adventures, chapter 1**  Narrative  *Time-travelling Adventures*  *Year 5* | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. |
| **Week 9** | **Cool** by Michael Morpurgo  Chapter 4  *Book Study* | With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. | **Levers**  Narrative  *Forces*  *Year 5* | With support, identify and discuss themes and conventions in and across selected texts. | **Time-travelling Adventures, chapter 2**  Narrative  *Time-travelling Adventures*  *Year 5* | Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. |
| **Week 10** | **Cool** by Michael Morpurgo  Chapter 5  *Book Study* | With support, provide reasoned justifications for their views in response to prompts. | **Resistance**  Information text  *Forces*  *Year 5* | Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | **Time-travelling Adventures, chapter 3**  Narrative  *Time-travelling Adventures*  *Year 5* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. |
| **Week 11** | **Cool** by Michael Morpurgo  Chapter 6  *Book Study* | With support, discuss how authors use language, including similes, considering the impact on the reader. | **Three Laws**  Information text  *Forces*  *Year 5* | Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | **Time-travelling Adventures, chapter 4**  Narrative  *Time-travelling Adventures*  *Year 5* | Make more detailed predictions drawing on details from the text, with some prompting if necessary. |
| **Week 12** | **In Jack Frost’s Pockets**  Poetry  *Weather*  *Year 5* | With support, discuss how authors use language, including similes, considering the impact on the reader. | **The Road Not Taken**  Classic Poetry (within Comprehension Plus) | Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. | **Time-travelling Adventures, chapter 5**  Narrative  *Time-travelling Adventures*  *Year 5* | With support, discuss how authors use language, including similes, considering the impact on the reader. |
| **Year 6**  Objectives to move towards GDS are shown in red. | **Week 1** | **Boy Hunted**  Narrative  *The Stone Age*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  (Vocabulary focus) | **Volcanoes**  Information  *Volcanoes*  *Year 6* | Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. | **Dual Narrative**  Narrative  *Light*  *Year 6* | Identify how structure and presentation contribute to meaning in an increasing range of text types. |
| **Week 2** | **The Stone Age**  Information text  *The Stone Age*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.  (Retrieval focus) | **The Woman Who Devours the Land**  Narrative  *Volcanoes*  *Year 6* | Take part in discussion to explore words with different or similar meanings, based on their reading. | **Facts About Light**  Information  *Light*  *Year 6* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.  (Summary focus) |
| **Week 3** | **Stonehenge**  Information text  *The Stone Age*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  (Vocabulary focus) | **Katia Krafft: The Woman Who Danced in the Fire**  Information  *Volcanoes*  *Year 6* | Retrieve, record and present information from fiction and non-fiction. | **Light Through Time**  Information text  *Light*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. |
| **Week 4** | **Lascaux Valley**  Information text  *The Stone Age*  *Year 6* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. | **Iceland- the land of Ice and Fire**  Information  *Volcanoes*  *Year 6* | Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it. | **The Eye**  Information  *Light*  *Year 6*  *Compare with another text on the same topic* | Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.  Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  (Vocabulary focus) |
| **Week 5** | **Stone Age Tools**  Information text  *The Stone Age*  *Year 6* | Explore words with similar meanings but different degrees of formality or complexity.  *Make links with work on Passive Voice in Literacy lessons/ text.* | **Record Breakers**  Information  *Volcanoes*  *Year 6* | Check that text makes sense, discussing their understanding and explaining the meaning of words in context. | **The Light**  Narrative  *Light*  *Year 6* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. |
| **Week 6** | **Clockwork** by Philip Pullman  Preface  *Book Study* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text.  (Prediction focus) | **Cat and Mouse**  Narrative  *Man vs Nature*  *Year 6* | With minimal prompting, read between the lines to predict what might happen from details stated and implied.  Ask questions to improve understanding of a text. | **Revolt Against the Romans**  By Tony Bradman  Chapter 1-2  *Book Study* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. |
| **Week 7** | **Clockwork** by Philip Pullman  Part One (to Fritz’s story)  *Book Study* | Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. | **Inferno**  Narrative  *Man vs Nature*  *Year 6* | Ask questions to improve understanding of a text.  (Explanation focus) | **Revolt Against the Romans**  By Tony Bradman  Chapter 3-4  *Book Study* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. |
| **Week 8** | **Clockwork** by Philip Pullman  Fritz’s story  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.  Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this. | **Life on the Line**  Narrative  *Man vs Nature*  *Year 6* | When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. | **Revolt Against the Romans**  By Tony Bradman  Chapter 5  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. |
| **Week 9** | **Clockwork** by Philip Pullman  Part 2  *Book Study* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | **Ashes to Ashes**  Poetry  *Man Vs Nature*  *Year 6* | Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader | **Revolt Against the Romans**  By Tony Bradman  Chapter 6-7  *Book Study* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. |
| **Week 10** | **Clockwork** by Philip Pullman  Part 3  *Book Study* | **Participate in discussion about the similarities and differences between two books on a similar topic or by the same author.** | **SATs practice**  e.g. Screaming Demons/ The Treehouse  (2 star Narrative pack) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **Revolt Against the Romans**  By Tony Bradman  Chapter 8-9  *Book Study* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. |
| **Week 11** | **‘The Raven’ by Edgar Allen Poe (pt. 1 and 2)**  Classic Poetry  *Comprehension Plus* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | **SATs practice**  e.g. The Volcano/ Happy Land/ The Key  (2 star Narrative pack) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **Revolt Against the Romans**  **By Tony Bradman**  Chapter 10  *Book Study* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. |
| **Week 12** | **‘The Raven’ by Edgar Allen Poe (pt. 3 and 4)**  Classic Poetry  *Comprehension Plus* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | **SATs practice**  e.g. Chocolate/ Dogs/ Diamonds/  Meadows/ The Dodo  (2 star Non-fiction pack 1) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **Revolt Against the Romans**  By Tony Bradman  Chapter 11 | With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. |

**KS2 Cycle B**

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| **Topic** | | Invasion   * Warp and Weft * Food and the Digestive System * Sound * Contrast and Complement * Fresh Food, Good Food * Interconnected World * Warm and Cool Colours | | Misty Mountain, Winding River   * Vista * Animal * States of Matter * Grouping and Classifying * Functional and Fancy Fabrics | | Ancient Civilizations   * Tomb Builders * Electrical Circuits and Conductors * Statues, Statuettes and Figurines * Islamic Art | |
| **English Topics** | | **Narrative:** Write an adventure story about a character that adopts an unusual pet.  **Instructions/ explanation:** Write an ‘-ology’ book about an area of interest/ Write own page of advice on looking after a creature or an object (real or fantasy).  **Narrative poetry:** Write a story about overcoming a monster. | | **Report/ explanation:** Write one or more sections to contribute to a class book that provides information about different aspects of a very special place, e.g. a river.  **Narrative:** Write a story about a monster that might be responsible for natural disasters.  **Informative letters/ emails:** Write the correspondence between river or mountain animals and an agony aunt figure, that gives information about the animals in an unusual way. | | **Poetry:** Write a first-person descriptive poem in the voice of an animal or object.  **Instructions:** Write instructions (eg. about how to make a pyramid)  **Narrative/ Traditional tale:** Write an alternative version of a well-known traditional tale in a different context. | |
| **Core texts to refer to in English lessons** | | **How to Train your Dragon** by Cressida Cowell  **Dare to Care: Pet Dragon** by Mark Robertson and Sally Symes  **Beowulf** by Kevin Crossley-Holland | | **Everest** by Sangma Francis/ Lisk Fen  **Mimi and the Mountain Dragon** by Michael Morpurgo  **Ask Dr K Fisher** by Claire Llewellyn and Kate Sheppard | | **I am Cat** by Jackie Morris  **How to Make an Egyptian Mummy** by Ruth Owen  **You wouldn’t want to be an Egyptian Mummy** by David Stewart  **You wouldn’t want to be an Egyptian pyramid builder** by Jacqueline Morley  **Cinderella of the Nile** by Beverley Naidoo | |
| **Additional Texts to support English teaching** | | **Dragonology: The Complete Book of Dragons**by Dugald Steer, Helen Ward and Douglas Carrel  **Monster Slayer** by Chris Riddell  **Beowulf the Brave** by Julie Green (Y3/4) | | **Explorers Wanted in the Himalayas** by Simon Chapman/ **Himalayan Mountains (Expedition Diaries)** by Simon Chapman | | The Egyptian Cinderella by Shirley Climmo **Adelita** by Tomie DePaola  **The Rough-Face Girl** by Rafe Martin  **Cendrillon** – A Caribbean Cinderella by Robert D. San Souci  **Mufaro’s Beautiful Daughters** by John Steptoe | |
| **Featured Authors** | | **Anne Fine/ Jeremy Strong** | | **Eva Ibbotsen/ Michael Morpurgo** | | **Jackie Morris/Joseph Coelho** | |
| **Books to be read to the class** | | **How to Train Your Dragon** by Cressida Cowell  **Anglo-Saxon Boy** by Tony Bradman  **The Saga of Erik the Viking** by Terry Jones | | **King of the Cloud Forests** by Michael Morpurgo  **The Abominables**  by Eva Ibbotsen | | **The Phoenix Code** by Helen Moss  **The Stinky Cheese-man and other fairly stupid tales** by Jon Scieszka | |
| **Books to support topics** | | **Weslandia** by Paul Fleischmann The Littlest Viking by Sandi ToksvigThe Sword of the Viking King by Terry DearyMyths of the Norsement by Roger Lancelyn GreenHow to be a Viking by Cressida CowellViking Invasion (I was there) by Stuart HillViking at School by Jeremy StrongLoki: a bad god’s guide to being good by Louie StowellKing Arthur and the Knights of the Round Table by Marcia Williams **How to be Anglo-Saxon in 13 Easy Steps** by Scoular Anderson  **Men, Women and Children in Anglo-Saxon Times** by Jane Bingham  **Anglo-Saxons and Vikings (Usborne History of Britain)** by Hazel Maskell, Abigail Wheatley & Ian McNee  **The Sword in the Stone** by T.H. White | | **Under Earth, Under Water** byAleksandra Mizielinski & Daniel Mizielinski  **Highest Mountain, Deepest Ocean** by Kate Baker & Page Tsou Studio  **The Earth Book: A World of Exploration and Wonder** by Jonathan Litton  **Mountains of the World** by Dieter Braun  **The Street Beneath My Feet** by Charlotte Guilian  **The Big Book of Everything Underground** by  Stepanka Sekaninova | | **The Throne of Fire** by Rick Riordan  **There’s a Pharaoh in our Bath** by Jeremy Strong  **The Time-travelling Cat and the Egyptian Goddess** by Julia Jarman  **Pharaoh’s Fate** by Camille Gautier & Stephanie Vernet  **Secrets of a Sun King** by Emma Carroll  **The Story of Tutankhamun** by Patricia Cleveland-Peck & Isabel Greenberg  **The Magic and the Mummy** by Terry Deary  **The Gold in the Grave** by Terry Deary  **The Plot on the Pyramid** by Terry Deary  **The Long-lost Secret Diary of the World’s Worst Egyptian Tomb Hunter** by Tim Collins/ Isobel Lundie  **The Egyptian Echo** (Usborne)  **Ancient Egypt – Tales of Gods and Pharaohs** by Marcia Williams  **Egyptology: Search for the Tomb of Osiris** by Emily Sands  **The Scarab’s Secret** – Nick Would and Christina Balit  **Egyptian Things to Make and Do** by Emily Bone | |
| **Guided Reading** | | **Text** | **Key Objective** | **Text** | **Key Objective** | **Text** | **Key Objective** |
| **Year 3** | **Week 1** | **Why do Dragons Make Good Pets?**  Persuasive  *Mythical Creatures*  *Year 3* | Distinguish between simple statements of fact and opinion where are opinions are clearly signposted with ‘I think’.  (Inference focus) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 1  Fiction | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **Mummify a Tomato**  Instructions  *Ancient Egypt*  *Year 3* | Explain the main idea of a paragraph or page they have just read.  With support, identify some of the ways in which language and structure contribute to meaning in different types of text. |
| **Week 2** | **The Kraken**  Narrative  *Mythical Creatures*  *Year 3* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words.  (Vocabulary focus) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 2  Fiction | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | **On a Mission**  Narrative  *Ancient Egypt*  *Year 3* | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions. |
| **Week 3** | **Unheard of Beasts**  Information text  *Mythical Creatures*  *Year 3* | Identify some ways in which structure and presentation contribute to meaning.  (Retrieval focus) | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 3  Fiction | Give an opinion on a moral dilemma presented. | **Important Animals**  Information  *Ancient Egypt*  *Year 3* | Use knowledge of how a dictionary is structured to find out the meaning of words. |
| **Week 4** | **Leprechauns**  Information  *Mythical Creatures*  *Year 3* | With support, explain the main point of a paragraph or page they have just read. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 4  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Egyptian Gods**  Information  *Ancient Egypt*  *Year 3* | Retrieve specified information from a range of fiction and non-fiction texts. |
| **Week 5** | **Fairy Lake**  Narrative  *Mythical Creatures*  *Year 3* | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 5  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Cleopatra**  Information text  *Ancient Egypt*  *Year 3* | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 6** | **Flat Stanley** by Jeff Brown  Chapter 1  Book Study | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 6  Fiction | Read or listen to a variety of myths and legends and explain some of these. | **The Skeleton**  Narrative  *Deserts*  *Year 3* | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 7** | **Flat Stanley** by Jeff Brown  Chapter 2  Book Study | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 7  Fiction | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **Great Australian Deserts**  Information text  *Deserts*  *Year 3* | Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. |
| **Week 8** | **Flat Stanley** by Jeff Brown  Chapter 3  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Viracocha – An Inca Creation Myth**  Narrative (myth)  Creation Myths  Year 3 | Read or listen to a variety of myths and legends and explain some of these. | **Icy Deserts**  Information text  *Deserts*  *Year 3* | Explain the main idea of a paragraph or page they have just read. |
| **Week 9** | **Flat Stanley** by Jeff Brown  Chapter 4  Book Study | With support, explain the main point of a paragraph or page they have just read. | **The Four Worlds– A Hopi Creation Myth**  Narrative (myth)  Creation Myths  Year 3 | Read or listen to a variety of myths and legends and explain some of these. | **Imagine**  Narrative  *Deserts*  *Year 3* | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions. |
| **Week 10** | **Flat Stanley** by Jeff Brown  Chapter 5  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Rangi and Papa– A Maori Creation Myth**  Narrative (myth)  Creation Myths  Year 3 | Give an opinion on a moral dilemma presented in a story.. | **The Sahara**  Information text  *Deserts*  *Year 3* | With support, identify some of the ways in which language and structure contribute to meaning in different types of text. |
| **Week 11** | **Wind on the hill by A.A. Milne**  Classic Poetry | Identify some ways in which structure and presentation contribute to meaning. | **Osiris and Isis– An Egyptian Creation Myth**  Narrative (myth)  Creation Myths  Year 3 | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **A Branch in Time**  Narrative  *Adventure Stories*  *Year 3* | Give an opinion on a moral dilemma presented in a story and give simple reasons for this. |
| **Week 12** | **Walking with my Iguana *by Brian Moses***  Ashley Booth Reading  <https://childrens.poetryarchive.org/poem/walking-with-my-iguana/>  <https://docs.google.com/presentation/d/1yFY-g8x1qOjsvD01PMAyRVGC3CIMyVHTra_zZITWaCQ/edit> | Copy a modelled reading of a poem, with predictable expression or, after, rehearsal, follow simple stage directions for how to read lines of a play. | **The Debate Between Sheep and Grain**  Narrative (myth)  Creation Myths  Year 3 | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **The Adventures of Todd Pawsworth**  Narrative  *Adventure Stories*  *Year 3* | Retell longer familiar stories they have read (eg. myths and legends.) |
| **Year 4** | **Week 1** | **Thorfinn the Nicest Viking and the Awful Invasion** by David McPhail  Chapter 1  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **Female Mountaineers**  Information/ Biography  *Mountains*  *Year 4* | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.  *Vocabulary focus* | **Early Civilizations Timeline**  Information text  *Ancient Civilizations*  *Year 4* | Identify the main ideas drawn from more than one paragraph and summarise these. |
| **Week 2** | **Thorfinn the Nicest Viking and the Awful Invasion** by David McPhail  Chapter 2  Book Study | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction. | **Mount Everest**  Information  *Mountains*  *Year 4* | Ask a question they would like to find the answers to in a fiction or a non-fiction text.  *Retrieval focus* | **Mesopotamia**  Information text  *Ancient Civilizations*  *Year 4* | Check that a text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 3** | **Thorfinn the Nicest Viking and the Awful Invasion** by David McPhail  Chapter 3  Book Study | With support, identify main ideas drawn from more than one paragraph. | **Sherpas**  Information  *Mountains*  *Year 4* | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.  *Vocabulary focus* | **Ancient China**  Information text  *Ancient Civilizations*  *Year 4* | Retrieve and record information from fiction and non-fiction. |
| **Week 4** | **Thorfinn the Nicest Viking and the Awful Invasion** by David McPhail  Chapter 4  Book Study | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | **Making a Mountain**  Information  *Mountains*  *Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered.  *Retrieval focus* | **Ancient Egypt**  Information text  *Ancient Civilizations*  *Year 4* | Identify how language, structure and presentation contribute to meaning. |
| **Week 5** | **Beowulf and Grendel**  Narrative - explanation focus  *The Anglo Saxons (Y4)* | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. | **Three Peaks Challenge**  Information  *Mountains*  *Year 4* | With support, concisely sum up the main ideas drawn from more than one paragraph. | **A Discovery**  Narrative  *British Empire*  *Year 4* | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination. |
| **Week 6** | **Crime and Punishment**  Information- vocabulary focus  *The Anglo Saxons (Y4)* | With occasional support, make a good estimate of the meaning of an unfamiliar word in context. | **A Bear Called Paddington** by Michael Bond  Chapter 1  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **Chapter 1**  Narrative  *A Pharaohly Big Deal*  *Year 4* | Retrieve and record information from fiction (and non-fiction. )  Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction. |
| **Week 7** | **The Unearthing of Sutton Hoo**  Information - vocabulary focus  *The Anglo Saxons (Y4)* | Usually recognise, when reading, an unfamiliar word and use a dictionary to find the meaning of a new word. | **A Bear Called Paddington** by Michael Bond  Chapter 2-3  Book Study | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them. | **Chapter 2**  Narrative  *A Pharaohly Big Deal*  *Year 4* | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination. |
| **Week 8** | **Vikings in Britain**  Information  *The Vikings (Y4)* | With support, identify main ideas drawn from more than one paragraph.  ***Summary focus*** | **A Bear Called Paddington** by Michael Bond  Chapter 3-4  Book Study | Identify key themes and conventions in a range of books/ text types. | **Chapter 3**  Narrative  *A Pharaohly Big Deal*  *Year 4* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence. |
| **Week 9** | **Viking Myths**  Information  *The Vikings (Y4)* | Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to the listener. ) | **A Bear Called Paddington** by Michael Bond  Chapter 5-6  Book Study | Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction. | **Chapter 4**  Narrative  *A Pharaohly Big Deal*  *Year 4* | Identify the main ideas drawn from more than one paragraph and summarise these. |
| **Week 10** | **Viking Gods**  Information  *The Vikings (Y4)* | Retrieve information from fiction or non-fiction and, with support, record this information. | **A Bear Called Paddington** by Michael Bond  Chapter 7  Book Study | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | **Chapter 5**  Narrative  *A Pharaohly Big Deal*  *Year 4* | Identify some of the ways in which fiction texts are structured, eg. through the use of chapters |
| **Week 11** | **The Theft of the Hammer**  Narrative  *The Vikings (Y4)* | With occasional support, make a good estimate of the meaning of an unfamiliar word in context.  ***Vocabulary focus*** | **A Bear Called Paddington** by Michael Bond  Chapter 8  Book Study | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. | **Nile Mystery**  Narrative  *The River Nile*  *Year 4* | Retell stories with support and relay the main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on the purpose. |
| **Week 12** | **Riding the Waves**  Narrative  *The Vikings (Y4)* | Retrieve information from fiction or non-fiction and, with support, record this information. | **A Bear Called Paddington** by Michael Bond  Chapter 1  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **Ancient Irrigation**  Information text  *The River Nile*  *Year 4* | Discussing a book with others, ask questions to improve understanding of the text. |
| **Year 5** | **Week 1** | **Early Arrivals**  Information text  *After the Romans*  *Year 5* | Retrieve information from (fiction or) non-fiction, identifying key ideas and, with support, record and present it.  ***Retrieval focus*** | **The Beddgelert Legend**  Narrative  *Mountains*  *Year 5* | Identify some similarities and differences between two versions of a traditional tale.  *See also* [*https://www.historic-uk.com/HistoryUK/HistoryofWales/The-legend-of-brave-Gelert/*](https://www.historic-uk.com/HistoryUK/HistoryofWales/The-legend-of-brave-Gelert/) | **Tutankh-whom?**  Information  *Ancient Egyptians Year 5* | With support, provide reasoned justifications for their views in response to prompts. |
| **Week 2** | **Mythology**  Information text  *After the Romans*  *Year 5* | With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.  ***Retrieval/ explanation focus*** | **An Interview with Shandi Ganjavian-Connor**  Interview  *Mountains*  *Year 5* | With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. | **Tomb Raider**  Narrative  *Ancient Egyptians Year 5* | Retrieve information from fiction (or non-fiction) identifying key ideas and, with support, record and present it. |
| **Week 3** | **Viking Invasion**  Information text  *After the Romans*  *Year 5* | Often understands and explains meaning of an unfamiliar word in context.  ***Vocabulary focus*** | **Record-breaking Mountains**  Information  *Mountains*  *Year 5* | Distinguish between facts and opinions when both are included in a text. | **The Great Pyramid/**  **Gods of Ancient Egypt**  Explanation  *Ancient Egyptians Year 5* | With minimal support, identify some of the ways in which (fiction and) non-fiction texts are structured and sometimes identify why the author might have chosen this structure. |
| **Week 4** | **Christianity**  Information text  *After the Romans*  *Year 5* | Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.  ***Summarising focus*** | **Mountain Sports**  Information  *Mountains*  *Year 5* | Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | **How to Make a Mummy**  Explanation  *Ancient Egyptians Year 5* | Distinguish between statements of fact and opinion when both are included in a text. |
| **Week 5** | **Bede**  Information text  *After the Romans*  *Year 5* | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process.  ***Vocabulary focus*** | **Ever-Exhilarating Everest**  Information  *Mountains*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Prologue and Chapter 1  *Book Study* | Answers questions about similarities and differences between two chapters of a book. |
| **Week 6** | **Giants at War**  Narrative  *British Mythology*  *Year 5* | Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, **including myths, legends and traditional stories**, modern fiction and books from other cultures and traditions.  **Retrieval/ vocabulary focus** | **The Eel Skin Plashto**  Narrative (Traditional Tales)  *Romani Tales*  *Year 5* | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 2  *Book Study* | Make more detailed predictions drawing on details from the text, with some prompting if necessary. |
| **Week 7** | **Cool** by Michael Morpurgo  Chapter 1  *Book Study* | Retrieve information from fiction (or non-fiction), identifying key ideas and, with support, record and present it.  ***Retrieval focus*** | **Nashin Yog Panum**  Narrative (Traditional Tales)  *Romani Tales*  *Year 5* | Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 3  *Book Study* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. |
| **Week 8** | **Cool** by Michael Morpurgo  Chapter 2  *Book Study* | Make more detailed predictions drawing on details from the text, with some prompting if necessary.  ***Prediction focus*** | **The Princess and the Pani Folk**  Narrative (Traditional Tales)  *Romani Tales*  *Year 5* | Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 4  *Book Study* | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains the meaning of an unfamiliar word in context. |
| **Week 9** | **Cool** by Michael Morpurgo  Chapter 3  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with su\pport, can justify inferences, including some that are less clearly suggested by the text.  ***Inference focus*** | **Jimmy the Peg Maker**  Narrative (Traditional Tales)  *Romani Tales*  *Year 5* | With support, identify and discuss themes and conventions in and across selected texts. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 5  *Book Study* | Read for a range of purposes.  Participate in discussions about books, and with support can build on their own and others' ideas. |
| **Week 10** | **Cool** by Michael Morpurgo  Chapter 4  *Book Study* | With minimal support, identify some of the ways in which fiction (and non-fiction) texts are structured and sometimes identify why the author might have chosen this structure. | **Tuva and the Choon Gry**  Narrative (Traditional Tales)  *Romani Tales*  *Year 5* | With support where necessary, provide justifications for their views.  . | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 6  *Book Study* | Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. |
| **Week 11** | **Cool** by Michael Morpurgo  Chapter 5  *Book Study* | With support, provide reasoned justifications for their views in response to prompts.  Answers questions about similarities and differences between two chapters of a book. | **Plural Nonsense/ Built in Obsolescence/ Warm-up**  Performance Poetry Year 5  Poetry Shed | Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 7  *Book Study* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. |
| **Week 12** | **Cool** by Michael Morpurgo  Chapter 6  *Book Study* | With support, discuss how authors use language, including similes, considering the impact on the reader. | **Conversation with a Tree**  Performance Poetry Year 5  Poetry Shed | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 8 and Epilogue  *Book Study* | With support, review a book they have read, explaining why they would or would not recommend the book to others. |
| **Year 6**  Objectives to move towards GDS are shown in red. | **Week 1** | **Longships**  Information text  *Vikings*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity.  (Vocabulary focus) | **White Water**  Narrative  *Rivers and Oceans*  *Year 6* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. | **SATs practice**  e.g. Cars/ Computer Games/ Hollywood/ Koalas/ Tigers  (2 star Non-fiction pack 2) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. |
| **Week 2** | **Leif Erikson – The Man Who Beat Columbus to America**  Information text  *Vikings*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.  (Retrieval focus) | **Habitats**  Information text  *Rivers and Oceans*  *Year 6* | Retrieve, record and present straightforward information from fiction (and non-fiction) for a clear purpose, often without support. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 28-31  Book Study | Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. |
| **Week 3** | **The World According to the Norsemen**  Information text  *Vikings*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  (Vocabulary focus) | **River Basins and Deltas**  Information text  *Rivers and Oceans*  *Year 6*  NB. Compare with other texts on the same subject – eg. From topic/ library books. | Start to select information independently from more than one source and often summarise it (in speech or note form). | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 32-35  Book Study | Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. |
| **Week 4** | **The Oldest Parliament in the World**  Information text  *Vikings*  *Year 6* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. | **Lifeblood of countries**  Information text  *Rivers and Oceans*  *Year 6*  NB. Compare with other texts on the same subject – eg. From topic/ library books. | Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 36-39  Book Study | Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. |
| **Week 5** | **Mimir’s Well**  Narrative  *Vikings*  *Year 6* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | **Saltwater**  Information text  *Rivers and Oceans*  *Year 6* | When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 40-43  Book Study | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Provide reasoned justifications for their views. |
| **Week 6** | **Beowulf**  Narrative  *Myths and Legends*  *Year 6* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text.  (Prediction focus) | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 1-3  Book Study | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). | **The Woodsman**  Narrative  *Untold Stories*  *Year 6* | Retrieve, record and present information from fiction and non-fiction.  Provide reasoned justifications for their views. |
| **Week 7** | **Cúchulann**  Narrative  *Myths and Legends*  *Year 6* | Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 4-7  Book Study | Ask questions to improve understanding of a text. | **Annie Baba and the thieves**  Newspaper  *Switched Fairy Tales*  *Year 6* | Take part in discussion to explore words with different or similar meanings, based on their reading. |
| **Week 8** | **Gelert the Faithful Hound**  Narrative  *Myths and Legends*  *Year 6* | Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 8-11  Book Study | Make comparisons within and across books. | **Joe White**  Narrative  *Switched Fairy Tales*  *Year 6* | Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. |
| **Week 9** | **Children of Lir**  Narrative  *Myths and Legends*  *Year 6* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.  Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this.  *Explanation focus* | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 12-15  Book Study | Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. | **Robyn Hood**  Narrative  *Switched Fairy Tales*  *Year 6* | Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.  With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it. |
| **Week 10** | **Finn McCool**  Narrative  *Myths and Legends*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.  (Retrieval focus) | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 16-19  Book Study | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. | **Sleeping Cutie**  Formal Letter  *Switched Fairy Tales*  *Year 6* | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these. |
| **Week 11** | **SATs practice**  e.g. Screaming Demons/ The Treehouse/ The Volcano/ Happy Land/ The Key  (2 star Narrative pack) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 20-23  Book Study | Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. | **The Tyger by William Blake**  Classic Poetry | Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. |
| **Week 12** | **SATs practice**  e.g. Chocolate/ Dogs  (2 star Non-fiction pack 1) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **There’s a Boy in the Girls’ Bathroom** *by Louis Sachar*  Chapter 24-27  Book Study | Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. | **Invictus by William Ernest Henley**  Classic Poetry | Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. |

**KS2 Cycle C**

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| **Topic** | | Sow, Grow and Farm   * Nature’s Art * Eat the Seasons * Line, Light and Shadow * Human Reproduction and Ageing | | Off With Her Head – *The Tudors*   * Why Does a Compass Always Point North? | | Groundbreaking Greeks   * Architecture * Properties and Changes of Materials * Mixed Media * Expression | |
| **English Topics** | | **Recount:** Write a detailed, descriptive recount based on a walk around the local area.  **Poetry:** Collect and write poems based on observations of the local area.  **Narrative/ descriptive writing:** Write a story based on the development of a landscape and the changes that take place within it.  **Report:** Research and write a report about farming in the local area | | **Biography:** Research and write the biography of a famous Tudor person, such as one of the wives of Henry VIII.  **Persuasion:** Write a persuasive speech or letter in role as a historical figure.  **Short stories:** Write an effective, short story that creates a tense or spooky atmosphere. | | **Newspaper report:** Write a newspaper report about a school or local event or linked to a well-known story.  **Narrative - Myths and legends:** Write a story that uses animal characters to convey a moral lesson, in the style of Aesop’s fables.  **Poetry writing:** Write a poem based on a work of art. | |
| **Core texts to refer to in English lessons** | | **Where My Wellies take Me** by Michael and Clare Morpurgo  **Window** by Jeannie Baker | | **Henry VIII** by Richard Brassey  **Short!** by Kevin Crossley Holland  **Ann Boleyn’s letter to Henry VIII** | | **Greek Gazette** – Usborne Publishing  **Aesop’s Fables** by Beverley Naidoo and Pet Groller  **Paint me a poem** by Grace Nicholls | |
| **Additional Texts to support English teaching** | |  | |  | | **The Very Best of Aesop’s Fables** by Margaret Clark and Charlotte Voake | |
| **Featured Authors** | | **Phillip Pullman / Dick King-Smith** | | **Berlie Doherty / Anne Fine** | | **Maz Evans/ Marcia Williams** | |
| **Books to be read to the class** | | **The Scarecrow and His Servant** by Philip Pullman  **Fantastic Mr Fox** by Roald Dahl  **The Sheep-pig** by Dick King-Smith  **Daffodils** by William Wordsworth | | My Friend Walter by Michael MorpurgoorTreason by Berlie Doherty | | **Percy Jackson and the Lightning Thief** by Rick Riordan | |
| **Books to support topics** | | **Belonging** by Jeannie Baker  **Farm Boy/ Out of the Ashes** by Michael Morpurgo  **The Owl Tree** by Jenny Nimmo  **Bloom** by Nicola Skinner & Flavia Sorrentino  **A Seed is Sleepy** by Dianna Aston & Sylvia Long  **Under the Canopy** by Iris Volant & Cynthia Alonso  **Botanicum (Welcome to the Museum)** by Kathy Willis & Katy Scott  **Tom’s Midnight Garden** by Philippa Pearce  **Fantastic Mr Fox** by Roald Dahl  **Danny the Champion of the World** by Roald Dahl  **Charlotte’s Web** by E B White | | Tudor Tales: The Thief, the Fool and the Big Fat King by Terry Deary **Boy King** by David Belbin  **The Traitor’s Mark** by D. K. Wilson  **The Queen’s Fool**  by Ally Sherrick  **Diver’s Daughter**  by Patrice Lawrence  **The Secret Diary of Thomas Snoop, Tudor Boy Spy** by Phillip Ardagh and Tony Littler  **Tudor Tales: The Prince, the Cook and the Cunning King** by Terry Deary and Helen Flook  **The Tudors: Kings, Queens, Scribes and Ferrets!**  By Marcia Williams  **What’s So Special about Shakespeare**  by Michael Rosen and Sarah Naylor | | **Greek Myths** retold and illustrated by Marcia Williams  **The Iliad and the Odyssey** by Marcia Williams  **Tales of the Greek Heroes** by Roger Lancelyn Green  **Fleeced!** by Julia Wills  **Beasts of Olympus: Beast Keeper** by Lucy Coats | |
| **Guided Reading** | | **Text** | **Key Objective** | Text | Key Objective | **Text** | **Key Objective** |
| **Year 3** | **Week 1** | **Flat Stanley** by Jeff Brown  Chapter 1  Book Study | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. | **Childhood**  Information text (Stage 3 – Rich and Poor Tudors) | With support, explain the main idea of a paragraph or page they have just read. | **The Kraken**  Narrative  *Mythical Creatures*  *Year 3* | Explain the main idea of a paragraph or page they have just read. |
| **Week 2** | **Flat Stanley** by Jeff Brown  Chapter 2  Book Study | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **Clothing**  Information text (Stage 3 – *Rich and Poor Tudors*) | Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. | **Why Do Dragons Make Great Pets?**  Persuasive text  *Mythical Creatures*  *Year 3* | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions. |
| **Week 3** | **Flat Stanley** by Jeff Brown  Chapter 3  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Diseases**  Information text (Stage 3 – *Rich and Poor Tudors*) | Beginning to use familiar non-fiction features independently to help them navigate through a text. | **Unheard of Beasts**  Information text  *Mythical Creatures*  *Year 3* | Use knowledge of how a dictionary is structured to find out the meaning of words. |
| **Week 4** | **Flat Stanley** by Jeff Brown  Chapter 4  Book Study | With support, explain the main point of a paragraph or page they have just read. | **Food**  Information text (Stage 3 – *Rich and Poor Tudors)* | Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. | **Leprechauns**  Information text  *Mythical Creatures*  *Year 3* | Retrieve specified information from a range of fiction and non-fiction texts.  With support, identify some of the ways in which language and structure contribute to meaning in different types of text. |
| **Week 5** | **Flat Stanley** by Jeff Brown  Chapter 5  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Work**  Information text (Stage 3 – *Rich and Poor Tudors*) | Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. | **Fairy Lake**  Narrative  *Mythical Creatures*  *Year 3* | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 6** | **There was an old lady**  Narrative  *Food Chains*  *Year 3* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words. | **Henry VIII**  Information text (Stage 3 – *Henry VIII*) | Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 1  Fiction | Retrieve specified information from a range of fiction and non-fiction texts. |
| **Week 7** | **Food Chains**  Information text  *Food Chains*  *Year 3* | Know information can be found in non-fiction features such as diagrams, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions. | **The Wives of Henry VIII**  Information text (Stage 3 – *Henry VIII)* | Give an opinion on a moral dilemma presented in a story. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 2  Fiction | Give an opinion on a moral dilemma presented in a story and give simple reasons for this. |
| **Week 8** | **Ocean Food Chains**  Information text  *Food Chains*  *Year 3* | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **The Story of the Mary Rose**  Narrative (Stage 3 – *Henry VIII)* | Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 3  Fiction | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions. |
| **Week 9** | **Plastic Dinner**  Explanation text *Food Chains*  *Year 3* | Identify some ways in which structure and presentation contribute to meaning. | **Life at Hampton Court Palace**  Information text (Stage 3 – *Henry VIII*) | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 4  Fiction | Explain the main idea of a paragraph or page they have just read. |
| **Week 10** | **Strange Predators**  Information text  *Food Chains*  *Year 3* | Distinguish between simple statements of fact and opinion where are opinions are clearly signposted with ‘I think’. | **Diary of Catherine of Aragon**  Information text (Stage 3 *– Henry VIII)* | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 5  Fiction | With support, identify some of the ways in which language and structure contribute to meaning in different types of text. |
| **Week 11** | **A Dodo’s Message**  Poetry  (Performance poetry Y3) | Copy a modelled reading of a poem, with predictable expression or, after, rehearsal, follow simple stage directions for how to read lines of a play. | **Osiris and Isis– An Egyptian Creation Myth**  Narrative (myth)  Creation Myths Year 3 | Read or listen to a variety of myths and legends and explain some of these. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 6  Fiction | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 12** | **Ocean Rhyming**  Poetry  (Performance poetry Y3) | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words. | **The Debate Between Sheep and Grain**  Narrative (myth)  Creation Myths Year 3 | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 7  Fiction | Retell longer familiar stories they have read (eg. myths and legends.) |
| **Year 4** | **Week 1** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapter 1  Book Study | With some support or prompting, explain the meaning of what has been read, in response to questions. | **A Bear Called Paddington** by Michael Bond  Chapter 7  Book Study | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | **Greek Gods**  Infographic  (Stage 4 - Ancient Greece) | Begin to use familiar non-fiction features independently to help navigate a text. |
| **Week 2** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapter 2  Book Study | Automatically track the meaning of the text during reading, pausing to self-correct where necessary. | **A Bear Called Paddington** by Michael Bond  Chapter 8 Book Study | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. | **Famous Ancient Greeks**  information text  (Stage 4 - Ancient Greece) | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. |
| **Week 3** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapters 3-4  Book Study | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **The Velveteen Rabbit** by Margery Williams  Chapter 1  Book Study | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction. | **Ancient Greece**  infographic  (Stage 4 - Ancient Greece) | Identify some ways in which structure and presentation contribute to meaning. |
| **Week 4** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapters 5-6  Book Study | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **The Velveteen Rabbit** by Margery Williams  Chapter 2  Book Study | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. | **Theseus and the Minotaur**  (Ashley Booth)  <https://greece.mrdonn.org/theseus.html>  <https://docs.google.com/presentation/d/1QG-FwLKLmfqLd-EdRliXmbD0UocDaGtM4g4whtI9n3k/edit> | Read or listen to a variety of myths and legends and explain some of these. |
| **Week 5** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapter 7-8  Book Study | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | **The Velveteen Rabbit** by Margery Williams  Chapter 3  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **The Troy Ploy**  newspaper report  (Stage 4 - Ancient Greece) | Read or listen to a variety of myths and legends and explain some of these. |
| **Week 6** | **The Hodgeheg *by Dick King-Smith***  Fiction  Chapter 9  Book Study | Give an opinion on a moral dilemma presented. | **The Velveteen Rabbit** by Margery Williams  Chapter 4  Book Study | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | **When Fishes Flew** by Michael Morpurgo  *My Glowing Globe*  Fiction | Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction.  Identify some of the ways in which fiction texts are structured, eg. through the use of chapters |
| **Week 7** | **The Beanstalk Giant**  Narrative  *Stories with a Past*  *Year 4* | Retrieve information from fiction or non-fiction and, with support, record this information. | Water on EarthInformation text*States of Matter**Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered. | **When Fishes Flew** by Michael Morpurgo  *Ithaca And Zorba and The Letter From Auntie Ellie*  Fiction | Identify the main ideas drawn from more than one paragraph and summarise these. |
| **Week 8** | **Hansel and Gretel**  Narrative  *Stories with a Past*  *Year 4* | Begin to recognise some themes and conventions in fairy stories and traditional tales. | Strange GasesInformation text*States of Matter**Year 4* | Ask a question they would like to find the answers to in a fiction or a non-fiction text. | **When Fishes Flew** by Michael Morpurgo  *A Flying Fish and Stories And Heroes* and *The Longest Journey and My Odyssey (1st May and 4th May)*  Fiction | Retrieve and record information from fiction (and non-fiction. ) |
| **Week 9** | **A Bear Called Paddington** by Michael Bond  Chapter 1  Book Study | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | Solid, Liquid or GasInformation text*States of Matter**Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered. | **When Fishes Flew** by Michael Morpurgo  *Same Evening and 7th May*  Fiction | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence. |
| **Week 10** | **A Bear Called Paddington** by Michael Bond  Chapter 2-3  Book Study | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | IceInformation text*States of Matter**Year 4* | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them. | **When Fishes Flew** by Michael Morpurgo  *Same Evening, 8th May, 9th May and Evening Of The Same Day*  Fiction | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination |
| **Week 11** | **A Bear Called Paddington** by Michael Bond  Chapter 3-4  Book Study | With support, identify main ideas drawn from more than one paragraph. | Changing StatesInformation text*States of Matter**Year 4* | With support, concisely sum up the main ideas drawn from more than one paragraph. | **When Fishes Flew** by Michael Morpurgo  *10th May, Afternoon Of The Same Day and 11th May*  Fiction | Retell stories with support and relay the main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on the purpose. |
| **Week 12** | **A Bear Called Paddington** by Michael Bond  Chapter 5-6  Book Study | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | Dear Mother Earth/ Ocean TheftPerformance PoetryYear 4 | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions. | **When Fishes Flew** by Michael Morpurgo  *10th May, Afternoon Of The Same Day and 11th May*  *12th May and Not The End*  Fiction | Discussing a book with others, ask questions to improve understanding of the text. |
| **Year 5** | **Week 1** | **‘I Wandered Lonely as a Cloud’ by William Wordsworth**  ***C****omprehension Plus – Classic Poetry* | Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.  With support, discuss how authors use language, including similes, considering the impact on the reader. | **Tudor Time Traveller**  Narrative  *The Tudors* *Year 5* | Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. | **Icarus**  Narrative  *Ancient Greek Myths*  *Year 5* | Use information from a text to draw straightforward inferences about how ideas are related. |
| **Week 2** | **In Jack Frost’s Pockets**  Poetry  *Weather*  *Year 5* | **Tudor Kings and Queens**  Information  *The Tudors* *Year 5* | Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. | **Heracles**  Narrative  *Ancient Greek Myths*  *Year 5* | With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. |
| **Week 3** | **Thunderbolts and Lightning**  Information text  *Weather*  *Year 5* | Distinguish between statements of fact and opinion when both are included in a text. | **Tudor Food and Drink**  Information  *The Tudors* *Year 5* | With support where necessary, provide justifications for their views. | **Persephone**  Narrative  *Ancient Greek Myths*  *Year 5*  *Compare with another version of the same story.* | Identify some similarities and differences between two versions of a traditional tale. |
| **Week 4** | **Weather and Climate Change**  Information text  *Weather*  *Year 5* | (Retell stories and) relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. | **The Battle of Bosworth**  Narrative  *The Tudors* *Year 5* | Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. | **Perseus**  Narrative  *Ancient Greek Myths*  *Year 5* | Pay close attention to the meanings of words when reading  Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. |
| **Week 5** | **The Rain of Life**  Information text  *Weather*  *Year 5* | With support, discuss how authors use language, including similes, considering the impact on the reader. | **The Diary of Catherine Parr**  Diary  *The Tudors* *Year 5* | Distinguish between facts and opinions when both are included in a sentence. With support, identify and discuss themes and conventions in and across selected texts. | **Theseus**  Narrative  *Ancient Greek Myths*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. |
| **Week 6** | **Winter Battle**  Narrative  *Weather*  *Year 5* | Often understands and explains meaning of an unfamiliar word in context. | **To Be or Not To Be**  Information  *Shakespeare* *Year 5* |  | **Pandora’s Tale**  Narrative  *Ancient Greece*  *Year 5* | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. |
| **Week 7** | **Cool** by Michael Morpurgo  Chapter 1  *Book Study* | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.7-15 *Book Study* | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. | **Greek Gods and language**  Information text  *Ancient Greece*  *Year 5* | With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. |
| **Week 8** | **Cool** by Michael Morpurgo  Chapter 2  *Book Study* | Make more detailed predictions drawing on details from the text, with some prompting if necessary. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.16-25 *Book Study* | Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Prologue and Chapter 1  *Book Study* | Answers questions about similarities and differences between two chapters of a book. |
| **Week 9** | **Cool** by Michael Morpurgo  Chapter 3  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with su\pport, can justify inferences, including some that are less clearly suggested by the text. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.26-35 *Book Study* | With support where necessary, provide justifications for their views. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 2 and 3  *Book Study* | Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. |
| **Week 10** | **Cool** by Michael Morpurgo  Chapter 4  *Book Study* | With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.36-44 *Book Study* | Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 4 and 5  *Book Study* | Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. |
| **Week 11** | **Cool** by Michael Morpurgo  Chapter 5  *Book Study* | With support, provide reasoned justifications for their views in response to prompts.  Answers questions about similarities and differences between two chapters of a book. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.45-49 *Book Study* |  | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 6 and 7  *Book Study* | Participate in discussions about books, and with support can build on their own and others' ideas. |
| **Week 12** | **Cool** by Michael Morpurgo  Chapter 6  *Book Study* | With support, discuss how authors use language, including similes, considering the impact on the reader. | **‘Macbeth: A Shakespeare Story’** by Andrew Matthews and Tony Ross  p.50-58 *Book Study* |  | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 8 and Epilogue  *Book Study* | With support, review a book they have read, explaining why they would or would not recommend the book to others. |
| **Year 6**  Objectives to move towards GDS are shown in red. | **Week 1** | **A World of Influence**  Information text  *Food of the World*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | **‘Treason’** by Berlie Doherty *‘The Drowning’ and ‘You are alive’**Book Study* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). | **Trojan Horse**  Narrative  *Ancient Greece*  *Year 6* | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. |
| **Week 2** | **Origins of Fast Food**  Information text  *Food of the World*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. | **‘Treason’** by Berlie Doherty *‘The Heir to Montagu Hall’ and ‘Aunt Carew’* *Book Study* | Ask questions to improve understanding of a text. | **Ancient Greek Facts**  Information  *Ancient Greece*  *Year 6* | Retrieve, record and present information from fiction and non-fiction.  Identify how language, structure and presentation contribute to meaning. |
| **Week 3** | **The Michelin Guide**  Information text  *Food of the World*  *Year 6* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.  Accurately track meaning of text during reading, seldom needing to pause to self-correct. | **‘Treason’** by Berlie Doherty  **‘Wait, wait, wait’ and ‘London’** *Book Study* | Make comparisons within and across books. | **Greek City-States**  Information  *Ancient Greece*  *Year 6* | Check that text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 4** | **Unusual Food**  Information text  *Food of the World*  *Year 6* | Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate. | **‘Treason’** by Berlie Doherty *‘You are to Meet the King Today’ and ‘The Golden Sun of His Majesty’* *Book Study* | Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. | **The Olympic Games**  Information  *Ancient Greece*  *Year 6* | Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. |
| **Week 5** | **What did we eat?**  Information text  *Food of the World*  *Year 6* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | **‘Treason’** by Berlie Doherty *‘The Secret Thought’ and ‘The King’s Favourite’* *Book Study* | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. | **King Midas**  Narrative  *Ancient Greece*  *Year 6* | Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. |
| **Week 6** | **Clockwork** by Philip Pullman  Preface  *Book Study* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text. | **‘Treason’** by Berlie Doherty *‘Matthew is Found’ and ‘Clever’**Book Study* | Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Prologue and Chapter 1*  Book Study  Age 9-11 | Discuss and evaluate how authors use figurative language, considering the impact on the reader. |
| **Week 7** | **Clockwork** by Philip Pullman  Part One (to Fritz’s story)  *Book Study* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. | **‘Treason’** by Berlie Doherty *Book Study* | Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 2-3*  Book Study  Age 9-11 | Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. |
| **Week 8** | **Clockwork** by Philip Pullman  Fritz’s story  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. | **‘Treason’** by Berlie Doherty *Book Study* | Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 4-5*  Book Study  Age 9-11 | With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. |
| **Week 9** | **Clockwork** by Philip Pullman  Part 2  *Book Study* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | **‘Treason’** by Berlie Doherty *Book Study* | Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 6-8*  Book Study  Age 9-11 | Use knowledge of idiom and figurative language to help understand meaning of a text. |
| **Week 10** | **‘The Raven’ by Edgar Allen Poe (pt. 1 and 2)**  Classic Poetry  *Comprehension Plus* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  Explore words with similar meanings but different degrees of formality or complexity. | **‘Treason’** by Berlie Doherty *Book Study* | Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 9-10*  Book Study  Age 9-11 | Identify and discuss themes and conventions in and across a wide range of writing. |
| **Week 11** | **‘The Raven’ by Edgar Allen Poe (pt. 3 and 4)**  Classic Poetry  *Comprehension Plus* | Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | **SATs practice**  e.g. Screaming Demons/ The Treehouse/ The Volcano/ Happy Land/ The Key (2 star Narrative pack) | *Practise answering a wide range of questions about a short text.* Retrieve, record and present information from fiction and non-fiction. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 11-12*  Book Study  Age 9-11 | Identify how language, structure and presentation contribute to meaning.  Evaluate the author's choice of text structure in terms of the impact on the reader. |
| **Week 12** | **The Listeners**  Classic poetry  *Comprehension Plus* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text.  Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. | **SATs practice**  e.g. Chocolate/ Dogs/ Diamonds/  Meadows/ The Dodo  (2 star Non-fiction pack 1) | *Practise answering a wide range of questions about a short text.* Retrieve, record and present information from fiction and non-fiction. | **‘Adventures of Odysseus’ by Hugh Lupton**  *Chapters 13-14*  Book Study  Age 9-11 | Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not. |

**KS2 Cycle D**

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| **Topic** | | Britain at War   * Make Do and Mend * Light Theory * Evolution and Inheritance * Distortion and Abstraction * Bees, Beetles and Butterflies | | Frozen Kingdom   * Can We Slow Cooling Down? * How Do Animals Stay Warm? | | Maafa   * Trailblazers, Barrier Breakers * Circulatory System * Tints, Tones and Shades * Food for Life * Our Changing World * Colour and Style | |
| **English Topics** | | **Diary recount:** Write a diary account in role as a World War 2 pilot or paratrooper around the events of D-Day.  Or  Write a letter in role as an evacuee.  **Persuasive writing:** Write a persuasive speech or create a persuasive leaflet to encourage people to support a new war effort campaign.  **Narrative through poetry:** Tell a story using a series of poems of different styles. | | **Biography Recount:** Create a book about a significant event/s in a person’s life.  **Fiction – myth and legend:** Write a story that shows the links between humans, animals and nature.  **Non-chronological Report:** Write an information text about 3 different animals (linked to the Frozen Kingdom topic) organised in a specific way (or contribute to group or class book about animals).. | | **Narrative – short story:**  Write a story in the style of the River of Stories collection.  **Non-fiction explanation:** Write an explanation about how something works, linked to work in Science, such as explaining how the circulatory system works.  **Poetry:** Write and present a presentation about a favourite poem. Write a poem in one of the poetic forms studied. | |
| **Core texts to refer to in English lessons** | | **My Secret War Diary** by Flossie Albright  **Cloudbusting** by Malorie Blackman  **Propaganda posters** | | **Shackleton’s Journey** by William Grill  **The Ice Bear**  by Jackie Morris  **An Anthology of Intriguing Animals** by Ben Hoare | | **River of Stories: poems and tales from across the Commonwealth**  **Stuff You Should Know** by Farndom and Beattie  **Out of Wonder: poems celebrating poets** by Kwame Alexander, Chris Colderley and Marjory Wentworth | |
| **Additional texts to support English lessons** | | **Carrie’s War** by Nina Bawden  **Anne Frank’s Diary**  **What Are We Fighting For?** By Brian Moses and Roger Stevens | | **Meet the Artist: Alexander Calder** by Patricia Geis  **Lord of the Forest** by Caroline Pitcher  **Animalium (Welcome to the Museum)** by Jenny Brown | | **Wheels – Cars, cogs, carousels and other things that spin** by Tracey Turner, ill. Fatti Burke | |
| **Featured Authors** | | **Brian Moses/ Malorie Blackman** | | **Steve Voake/ Catherine Johnson** | | **Beverley Naidoo/ Lauren St. John/ Jamila Gavin** | |
| **Books to be read to the class** | | **My Secret War Diary** by Flossie Albright  **Cloudbusting** by Malorie Blackman **Mohinder’s War** by Bali Rai | | **Sky Song** by Abi Elphinstone | | **Idia of the Benin Kingdom**  by Ekiuwa Aire  **Children of the Benin Kingdom**  by Dinah Orji  **Cameron Battle and the Hidden Kingdoms** by Jamar J. Perry | |
| **Books to support topics** | | **A Candle in the Dark** by Adele Geeras  **The Silver Sword** by Ian Serrailier  **When Hitler Stole Pink Rabbit** by Judith Kerr  **The Boy in the Striped Pyjamas** by John Boyne  **Letters from the Lighthouse** by Emma Carroll  **Our Castle by the Sea** by Lucy Strange  **The Lion and the Unicorn** by Shirley Hughes  **The Emergency Zoo** by Miriam Halahmy  **The Buried Crown** by Ally Sherrick  **Anne Frank’s Diary** | | **Ice Trap!: Shackleton’s Amazing Adventure** by Meredith Hooper and M. P. Robertson  **The Great Explorer** by Chris Judge  **Ernest Shackleton**  by Maria Isabel Sanchez & Olivia Holden  **The Lights that Dance in the Night** by Yuval Zommer  **The Polar Bear Explorers Club**  by Alex Bell and Tomislav Tomic  **Race to the Frozen North**  by Catherine Johnson and Kate Hickey  **Arctic Star** by Tom Palmer  **The Last Bear**  by Hannah Gold and Levi Pinfold  **The Good Bear**  by Sarah Lean and Fiona Woodcock  **Antarctica**  by Mario Cuesta Hernando and Raquel Martin  **Iceberg**  by Claire Saxby and Jess Rackleyft | | **The Akimbo Adventures** by Alexander McCall Smith  **Journey to Jo;burg** by Beverley Naidoo  **The Butterfly Lion** by Michael Morpurgo  **The White Giraffe** by Lauren St. John  **The fastest Boy in the World** by Elizabeth Laird  **Children of the Quicksands** by Efua Traoré  **Africa, Amazing Africa: Country by Country**  by Atinuke and Mouni Feddag  **Long Walk to Freedom** by Nelson Mandela and Paddy Bouma  **Cities of Africa** by Liz Gogerley and Victor Beuren  **Expedition Diaries: African Savannah by** Simon Chapman | |
| **Guided Reading** | | **Text** | **Key Objective** | **Text** | **Key Objective** | **Text** | **Key Objective** |
| **Year 3** | **Week 1** | **Flat Stanley** by Jeff Brown  Chapter 1  Book Study | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. | **Wind on the hill by A.A. Milne**  Classic Poetry | Copy a modelled reading of a poem with varying expression and volume or follow stage directions for how to read lines of a play. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 5  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. |
| **Week 2** | **Flat Stanley** by Jeff Brown  Chapter 2  Book Study | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. | **What is Climate Change?**  Information text  *Climate Change*  *Year 3* | Automatically track the meaning of the text during reading, pausing to self-correct where necessary. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 6  Fiction | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 3** | **Flat Stanley** by Jeff Brown  Chapter 3  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Be Like a Hummingbird**  Narrative  *Climate Change*  *Year 3* | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 7  Fiction | Retell longer familiar stories they have read (eg. myths and legends.) |
| **Week 4** | **Flat Stanley** by Jeff Brown  Chapter 4  Book Study | With support, explain the main point of a paragraph or page they have just read. | **Renewable Energy**  Information text  *Climate Change*  *Year 3* | With some support or prompting, explain the meaning of what has been read, in response to questions. | **The Skeleton**  Narrative  *Deserts*  *Year 3* | Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader. |
| **Week 5** | **Flat Stanley** by Jeff Brown  Chapter 5  Book Study | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. | **Carbon Sinks**  Information text  *Climate Change*  *Year 3* | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **Great Australian Deserts**  Information text  *Deserts*  *Year 3* | Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. |
| **Week 6** | **What is Light?**  Information  *Light*  *Year 3* | Know information can be found in non-fiction features such as diagrams, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions. | **Taking Action of Climate Change**  Information text  *Climate Change*  *Year 3* | With some support or prompting, explain the meaning of what has been read, in response to questions. | **Icy Deserts**  Information text  *Deserts*  *Year 3* | Explain the main idea of a paragraph or page they have just read. |
| **Week 7** | **The Eye**  Information  *Forces and Magnetism*  *Year 3* | **Seas and Oceans**  Information Text *Underwater*  Year 3 | Automatically track the meaning of the text during reading, pausing to self-correct where necessary. | **Imagine**  Narrative  *Deserts*  *Year 3* | When prompted, draw inferences, such as characters’ feelings, thoughts and motives from their actions. |
| **Week 8** | **Optical Wonders**  Information  *Forces and Magnetism*  *Year 3* | With support, explain the main point of a paragraph or page they have just read. | **Layers of the Ocean**  Information Text *Underwater*  Year 3 | Begin to use familiar non-fiction features independently to help navigate a text. | **The Sahara**  Information text  *Deserts*  *Year 3* | With support, identify some of the ways in which language and structure contribute to meaning in different types of text. |
| **Week 9** | **History of Shadow Theatre**  Information  *Forces and Magnetism*  *Year 3* | Know that a dictionary is arranged in alphabetical order and that it can be used to find out the meaning of words.. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 1  Fiction | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | **A Branch in Time**  Narrative  *Adventure Stories*  *Year 3* | Give an opinion on a moral dilemma presented in a story and give simple reasons for this. |
| **Week 10** | **The Day War Came** by Nicola Davies  p. 1-10  *Book Study*  *Year 3* | Make a sensible prediction of what might happen and justify the prediction on the basis of what has happened so far in the story. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 2  Fiction | With support, make inferences, such as inferring characters’ feelings and motives from their actions. | **A Dodo’s Message**  Poetry  (Performance poetry Y3) | Copy a modelled reading of a poem, with predictable expression or, after, rehearsal, follow simple stage directions for how to read lines of a play. |
| **Week 11** | **The Day War Came** by Nicola Davies  p. 11-20  *Book Study*  *Year 3* | Identify some ways in which structure and presentation contribute to meaning. | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 3  Fiction | Give an opinion on a moral dilemma presented. | **Ocean Rhyming**  Poetry  (Performance poetry Y3) | Use knowledge of how a dictionary is structured to find out the meaning of words. |
| **Week 12** | **The Day War Came** by Nicola Davies  p. 21-28  *Book Study*  *Year 3* | Retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. Give an opinion on a moral dilemma presented in a story. (*From Spring term )* | **The Firework Maker’s Daughter *by Philip Pullman***  Chapter 4  Fiction | Discuss interesting vocabulary on a page of text and, with support, explain in simple terms the effect the word has on a reader. | **The Adventures of Todd Pawsworth**  Narrative  *Adventure Stories*  *Year 3* | Retell longer familiar stories they have read (eg. myths and legends.) |
| **Year 4** | **Week 1** | **A Bear Called Paddington** by Michael Bond  Chapter 1  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **Extreme Survivors**  Information text  *Animals*  *Year 4* | Use a range of different non-fiction text features to help retrieve information from a text and with support choose a simple way to record the information they have discovered. | **Ali Farka Touré - Godfather of the African Desert Blues**  Information text  *Africa*  *Year 4* | Retrieve and record information from fiction and non-fiction. |
| **Week 2** | **A Bear Called Paddington** by Michael Bond  Chapter 2-3  Book Study | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction. | **The Velveteen Rabbit** by Margery Williams  Chapter 1  Book Study | Predict what might happen in a story and, when directed to a relevant page, find stated and clearly implied evidence to justify the prediction. | **Overview of Africa**  Information text  *Africa*  *Year 4* | Check that a text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 3** | **A Bear Called Paddington** by Michael Bond  Chapter 3-4  Book Study | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | **The Velveteen Rabbit** by Margery Williams  Chapter 2  Book Study | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. | **Republic of Cameroon**  Information text  *Africa*  *Year 4* | Identify the main ideas drawn from more than one paragraph and summarise these. |
| **Week 4** | **A Bear Called Paddington** by Michael Bond  Chapter 5-6  Book Study | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. | **The Velveteen Rabbit** by Margery Williams  Chapter 3  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, justify inferences with evidence. | **The Serengeti**  Information text  *Africa*  *Year 4* | Use a dictionary to check the meaning of words they have read.  Check that a text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 5** | **Weapons Through Time**  Information  *Battles*  *Year 4* | Usually recognise, when reading, an unfamiliar word and use a dictionary to find the meaning of a new word. | **The Velveteen Rabbit** by Margery Williams  Chapter 4  Book Study | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. | **Visit Cape Town**  Information text  *Africa*  *Year 4* | Identify how language, structure and presentation contribute to meaning. |
| **Week 6** | **Battle of Waterloo**  Information  *Battles*  *Year 4* | Discuss words and phrases from a page they have read and, with prompts if necessary, explain how they capture the reader’s interest and imagination. | **When Fishes Flew** by Michael Morpurgo  *My Glowing Globe*  Fiction | Make a plausible prediction about what might happen next in a story, and when prompted, explain reasons for their prediction.  Identify some of the ways in which fiction texts are structured, eg. through the use of chapters | **Wildlife**  Information text  *Madagascar*  *Year 4* | Check that a text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 7** | **Battle of Hastings**  Information  *Battles*  *Year 4* | With support, identify main ideas drawn from more than one paragraph. | **When Fishes Flew** by Michael Morpurgo  *Ithaca And Zorba and The Letter From Auntie Ellie*  Fiction | Identify the main ideas drawn from more than one paragraph and summarise these. | **Lemurs**  Information text  *Madagascar*  *Year 4* | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination. |
| **Week 8** | **Battle of Agincourt**  Information  *Battles*  *Year 4* | With support, identify main ideas drawn from more than one paragraph. | **When Fishes Flew** by Michael Morpurgo  *A Flying Fish and Stories And Heroes* and *The Longest Journey and My Odyssey (1st May and 4th May)*  Fiction | Retrieve and record information from fiction (and non-fiction. ) | **Famadihana**  Information text  *Madagascar*  *Year 4* | Retrieve and record information from fiction and non-fiction. |
| **Week 9** | **Battle Facts**  Information  *Battles*  *Year 4* | Retrieve information from (fiction or) non-fiction and, with support, record this information. | **When Fishes Flew** by Michael Morpurgo  *Same Evening and 7th May*  Fiction | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence. | **Madagascar**  Information text  *Madagascar*  *Year 4* | Check that a text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 10** | **The Beanstalk Giant**  Fiction  *Stories with a Past (Y4}* | Begin to recognise some themes and conventions in fairy stories and traditional tales. | **When Fishes Flew** by Michael Morpurgo  *Same Evening, 8th May, 9th May and Evening Of The Same Day*  Fiction | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination | **The Pig and the Chameleon** Narrative  *Madagascar*  *Year 4* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence. |
| **Week 11** | **Hansel and Gretel**  Fiction  *Stories with a Past (Y4}* | Identify key themes and conventions in a range of books/ text types. | **When Fishes Flew** by Michael Morpurgo  *10th May, Afternoon Of The Same Day and 11th May*  Fiction | Retell stories with support and relay the main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on the purpose. | **From a Railway Carriage** by R.L. Stevenson  Classic Poetry | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions. |
| **Week 12** | **Humpty Dumpty**  Fiction  *Stories with a Past (Y4}* | With support, concisely sum up the main ideas drawn from more than one paragraph. | **When Fishes Flew** by Michael Morpurgo  *12th May and Not The End*  Fiction | Discussing a book with others, ask questions to improve understanding of the text. | **The Night Mail**  by W.H.Auden  Classic poetry | Identify how language, structure and presentation contribute to meaning. |
| **Year 5** | **Week 1** | **Evacuee Letter**  Informal letter  *World War II*  *Year 5* | Use information from a text to draw straightforward inferences about how ideas are related. | **Counting**  Narrative  *Eco-Global warming*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. | **The Kingdom**  Information text  *Kingdom of Benin*  *Year 5* | Retrieve and record information from fiction and non-fiction.  With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. |
| **Week 2** | **Kindertransport Letter**  Informal letter  *World War II*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.  Pay close attention to the meanings of words when reading. | **Dear Humans**  Letter/ email (informal)  *Eco-Global warming*  *Year 5* | Pay close attention to the meanings of words when reading.  Use information from a text to draw straightforward inferences about how ideas are related. | **Warrior Kings**  Information text  *Kingdom of Benin*  *Year 5* | Use information from a text to draw straightforward inferences about how ideas are related. |
| **Week 3** | **A Mother’s Diary**  Diary  *World War II*  *Year 5* | With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. | **Formal Letter**  Letter (formal)  *Eco-Global warming*  *Year 5* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. | **Trade**  Information text  *Kingdom of Benin*  *Year 5* | Pay close attention to the meanings of words when reading. |
| **Week 4** | **Pigeon News**  Newspaper  *World War II*  *Year 5* | With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.  Pay close attention to the meanings of words when reading. | **Dystopia**  Narrative  *Eco-Global warming*  *Year 5* | Read for a range of purposes.  With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. | **Modern West Africa**  Information text  *Kingdom of Benin*  *Year 5* |  |
| **Week 5** | **Scarecrows**  Narrative  *World War II*  *Year 5* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. | **Little Things**  Narrative  *Eco-Global warming*  *Year 5* | Use information from a text to draw straightforward inferences about how ideas are related. | **British Empire**  Information text  *Kingdom of Benin*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. |
| **Week 6** | **Soldier’s Diary**  Diary  *World War II*  *Year 5* | Identify the character from whose point of view the story is told, and can infer that character’s feelings, thoughts and motives from their actions, often justifying inferences with evidence. | **Pen or Pencil**  Monologue/ speech  *Persuasive text*  *Year 5* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. | **The Canoe**  Narrative  *Prediction -Adventure*  *Year 5* | Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. |
| **Week 7** | **The Water Tower**  Narrative  *World War II*  *Year 5* | Use information from a text to draw straightforward inferences about how ideas are related. | **Should Animals Be Kept in Zoos**  Monologue/ speech  *Persuasive text*  *Year 5* | With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. | **The Cunning Plan**  Poetry  *Rainforests*  *Year 5* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. |
| **Week 8** | **Blackout** by Tony Bradman  Chapters 1 and 2  *Book Study* | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. | **Sally Salloo**  Poetry  *Adventure and Survival*  *Year 5* | Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.  With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Prologue and Chapter 1  *Book Study* | Answers questions about similarities and differences between two chapters of a book. |
| **Week 9** | **Blackout** by Tony Bradman  Chapters 3 and 4  *Book Study* | Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. | **Megan Hine**  Biography  *Adventure and Survival*  *Year 5* | Distinguish between facts and opinions when both are included in a sentence. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 2 and 3  *Book Study* | Make more detailed predictions drawing on details from the text, with some prompting if necessary. |
| **Week 10** | **Blackout** by Tony Bradman  Chapters 5 and 6  *Book Study* | Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. | **Lost and Alone**  Narrative  *Adventure and Survival*  *Year 5* | With support, identify and discuss themes and conventions in and across selected texts. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 4 and 5  *Book Study* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. |
| **Week 11** | **Blackout** by Tony Bradman  Chapters 7 and 8  *Book Study* | Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. | **Hunted**  Narrative  *Adventure and Survival*  *Year 5* | With support where necessary, provide justifications for their views. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapters 6 and 7  *Book Study* | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains the meaning of an unfamiliar word in context. |
| **Week 12** | **Blackout** by Tony Bradman  Chapters 9 and 10  *Book Study* | Participate in discussions about books, and with support can build on their own and others' ideas. | **How to Survive**  Instruction  *Adventure and Survival*  *Year 5* | With support, identify and discuss themes and conventions in and across selected texts. | **Zombierella: Fairy Tales Gone Bad** by Joseph Coelho  Chapter 8 and Epilogue  *Book Study* | With support, review a book they have read, explaining why they would or would not recommend the book to others. |
| **Year 6**  Objectives to move towards GDS are shown in red. | **Week 1** | **The Lion and the Unicorn**  By Shirley Hughes  Pages 1 to 6  *Book Study* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. | **Weather, Climate and Biomes**  Information text  *Bioes*  *Year 6* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). | **SATs practice**  e.g. Diamonds/  Meadows/ The Dodo  (2 star Non-fiction pack 1) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. |
| **Week 2** | **The Lion and the Unicorn**  By Shirley Hughes  Pages 7-12  *Book Study* | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. | **Polar Research Lab**  Email  *Biomes*  *Year 6* | Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children. | **SATs practice**  e.g. Cars/ Computer Games/ Hollywood/ Koalas/ Tigers  (2 star Non-fiction pack 2) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. |
| **Week 3** | **The Lion and the Unicorn**  By Shirley Hughes  Pages 13-18  *Book Study* | Predict what might happen from details based on character and/or setting, identifying the evidence in the text. | **Adaptations of the Fox**  Information text  *Biomes*  *Year 6* | When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. | **Habitats**  Information text  *Rivers and Oceans*  *Year 6* | Check that text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Week 4** | **The Lion and the Unicorn**  By Shirley Hughes  Pages 19-24  *Book Study* | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. | **Conservation News**  Newspaper  *Conservation*  *Year 6* | Start to select information independently from more than one source and often summarise it (in speech or note form).  Summarise main ideas and concerns in a book, identifying key details that support main ideas. | **Lifeblood of Countries**  Information text  *Rivers and Oceans*  *Year 6* | Retrieve, record and present information from fiction and non-fiction. |
| **Week 5** | **The Lion and the Unicorn**  By Shirley Hughes  Pages 25-28  *Book Study* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. | **Glaciers**  Information text  *Ice Planet*  *Year 6* | Start to select information independently from more than one source and often summarise it (in speech or note form).  Summarise main ideas and concerns in a book, identifying key details that support main ideas. | **River basin and Delta**  Information text  *Rivers and Oceans*  *Year 6* | Explore words with similar meanings but different degrees of formality or complexity. |
| **Week 6** | **Rose Blanche** by Ian McEwan and Roberto Innocenti  Book Study | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. | **Franklin’s Lost Men**  Information text  *Ice Planet*  *Year 6* | Read between the lines and explain different possible interpretations of an event in a (fiction or) non-fiction text.  With minimal prompting, read between the lines to predict what might happen from details stated and implied. | **White Water**  Narrative  *Rivers and Oceans*  *Year 6* | Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. |
| **Week 7** | **Rose Blanche** by Ian McEwan and Roberto Innocenti  Book Study | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. | **Ice Ages**  Information text  *Ice Planet*  *Year 6* | Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. | **Saltwater**  Narrative  *Rivers and Oceans*  *Year 6* | Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. |
| **Week 8** | **SATs practice**  e.g. Screaming Demons/ The Treehouse/ The Volcano/ Happy Land/ The Key  (2 star Narrative pack) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **Ice Animals**  Information text  *Ice Planet*  *Year 6* | Ask questions to improve understanding of a text. | **Diary of Darwin**  Diary  *Evolution*  *Year 6* | Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text. |
| **Week 9** | **The Alps**  Information  *Europe*  *Year 6* | Identify how structure and presentation contribute to meaning in an increasing range of text types. | **Ice Animals**  Information text  *Ice Planet*  *Year 6*  *Compare with other texts on a similar subject.* | Answer questions about similarities and differences between two books on a similar topic.  Make comparisons within and across books. | **What is Evolution?**  Explanation text  *Evolution*  *Year 6* | Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it. |
| **Week 10** | **Bialowieza Forest – Europe’s Ancient Forest**  Information  *Europe*  *Year 6* | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. | **Ice**  Narrative  *Ice Planet*  *Year 6* | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). | **Charles Darwin**  Biography/  **Common Descent**  Explanation  *Evolution*  *Year 6* | Identify how language, structure and presentation contribute to meaning. |
| **Week 11** | **Is Tourism Helping or Harming European Cities?**  Information  *Europe*  *Year 6* | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. | **SATs practice**  e.g. Screaming Demons/ The Treehouse/ The Volcano/ Happy Land/ The Key  (2 star Narrative pack) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **The Last rhino/ Just one straw**  Performance poetry  Year 6 | Discuss and evaluate how authors use figurative language, considering the impact on the reader.  Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. |
| **Week 12** | **The Story of the European Union**  Information  *Europe*  *Year 6* | Start to select information independently from more than one source and often summarise it (in speech or note form). | **SATs practice**  e.g. Chocolate/ Dogs  (2 star Non-fiction pack 1) | ***Practise answering a wide range of questions about a short text.***  Retrieve, record and present information from fiction and non-fiction. | **The Last rhino/ Just one straw**  Performance poetry  Year 6 | Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. |
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