Marlborough Primary Academy School – Reading Masters Long Term Planning
2022 – 2023
YEAR A

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

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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows Class Autumn 1	Goldilocks and the Three Bears	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author porridge just right
Willows Class Autumn 1	Funnybones - Allan Ahlberg	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. • Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author beginning middle end cellar skull skeleton connected

		Y1 Reading – comprehension			
Willows Class Autumn 1	Funnybones Pet Shop- Allan Ahlberg	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author cellar skeleton fed up bandy legs baldy four eyes
Willows Class Autumn 1	Mouse's Big Day-Lydia Monks	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 1	Billy Goat Gruff	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author meadow fierce frightened halfway plank
Willows Class Autumn 2	The Leaf Thief-Alice Hemming	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 2	The Three Little Pigs- Nicola Baxter	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title author churn turnip roundabout

		Y1 Reading – comprehension			
		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 2	The Three Horrid Little Pigs-Liz Pinchon	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 2	In Every House on Every Street-Jess Hitchman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 2	The Jolly postman-Allan Ahlberg	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author traveller's cheque occupier nervously postal cackle nightingales frock thimble
Willows Class Autumn 2	Usborne-The Christmas story	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	title author taxes knelt guard wise inn manager carpenter expecting

		• Explain clearly their understanding of what is read to them.	Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Autumn 2	A Christmas Story-Brian Wildsmith	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	master mistress palace travelling promise refused flock bathed in light
Willows Class Spring 1	Six Dinner Sid-Inga Moore	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb neighbours owners swanky
Willows Class Spring 1	Little Red Riding Hood	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author woodcutter village nightgown
Willows Class Spring 1	Duck in the Truck – Jez Alborough	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict character sequence blurb track rear strain
Willows Class Spring 1	The Hundred Decker Bus- Mike Smith	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	deck route sailors title

		- Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	- Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	author predict blurb characters
Willows Class Spring 1	On your Bike – Chris Hoy	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	the Olympics maintenance kit non-fiction information glossary contents
Willows Class Spring 1	Q Pootle 5	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary beginning middle end earth earthling rocket booster
Willows Class Spring 1	Transport Poems-John Foster	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known - Drawing on what they already know or on background information and vocabulary provided by the teacher - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading. - Answer questions and make some inferences about what is being said and done. - Explain what has happened so far in what they have read. - With support, be able to talk about what might happen next, based on what they have read.	title author poet predict blurb poem rhyme distant below flicker
Willows Class Spring 2	The Tiny Seed – Eric Carle	Y1 Reading – comprehension - Listen to and discuss a wide range of stories at a level beyond that at which they can read independently - Recognise and join in with predictable phrases - Discussing word meanings, linking new meanings to those already known	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	- Sequencing the story - Developing awareness of the wants of a character - Check that text makes sense to them, self-correcting any inaccurate reading.	desert ocean sways title author predict

		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	_Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	blurb order sequence
Willows Class Spring 2	Jack and the Beanstalk	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author wealth pity butcher widow seize pleaded disguised market exchange a night's lodging
Willows Class Spring 2	Tidy-Emily Gravett	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Spring 2	The Gigantic Turnip	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Spring 2	Plants (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say.	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	

		• Explain clearly their understanding of what is read to them.		• With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Spring 2	Oliver's Vegetables	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	The Tiger who came to tea- Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
Willows Class Summer 1	Lion Inside – Rachel Bright	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	Perfect Pets – (Oxford Owl - Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents loyal prey sheds
Willows Class Summer 1	The Gruffalo	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	title author illustrator blurb

		Y1 Reading – comprehension			
		• Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	character rhyme knobbly jaw tusk
Willows Class Summer 1	Gorilla-Anthony Browne	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb tingling parcel primates
Willows Class Summer 1	Rumble in the Jungle-Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author poet poem predict blurb poem rhyme rumble rustling ravenous
Willows Class Summer 1	Discover and Share Animal Homes (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Oliver's Fruit Salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	

		• Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Day the Crayons Quit	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Snail and the Whale- Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb rhyme gaze dock flock
Willows Class Summer 2	Jessie the Jellyfish – Laurie Newman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
Willows Class Summer 2	Commotion in the Ocean- Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Sally and the Limpet-Simon James	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
		• Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Seaside Poems (poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title poem poets rhyme bobbing breakers guarded squeal site squirm million shingle canyon harbour

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Maple Class Autumn 1	Dogger – Shirley Hughes	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Anxiously Banisters Lent Underneath
Maple Class Autumn 1	Timid Tim and the Cuggy Thief – John Prater	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph.	Rough and tumbles Tease Awful Chilling Rascal

		• Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	
Maple Class Autumn 1	Like an Animal – Joan Poulson	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Pretend Fierce Patterned Bound Leap
Maple Class Autumn 1	Dolphins – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Mammals Surface Swallow Instead Lungs Chew

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.	
Maple Class Autumn 1	Penguins	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Mammals Surface Swallow Instead Lungs Chew
Maple Class Autumn 1	The Fox and the Lion – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. • **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cunning Encourage Visitors Weak Enough Notice

		• Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Autumn 2	Making Bread – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dough Amounts Flour Ingredients Loaf Sachet Yeast Olive oil Knead Mound Greased Measure
Maple Class Autumn 2	Choosing Materials	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Materials Properties Describe Waterproof Travels
Maple Class Autumn 2	First Aeroplane	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph.	Aeroplane Helicopter Sparked Lifelong Interest Designing

		- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others - Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Gliders Improved Taught
Maple Class Autumn 2	Miss Smith – Brian Moses	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others - Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Invade
Maple Class Autumn 2	Willie Whiskers – Margaret Gordon	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by:	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Skirting board Larder Crumbs

		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.	
Maple Class Autumn 2	Big Cat, Little Cat – Lisa Regan	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tearing Nap Wild Knives
Maple Class Autumn 2	Killer Cat's Christmas – Anne Fine	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Explain Festival Tempting Dangly Decorations Glorious Glittering Garage tinsel Strands Usual

		Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Spring 1	What was London like before The Great Fire? – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	City Parliament Westminster Thames Southwark Waste Merchants trading brought
Maple Class Spring 1	What was London like after The Great Fire 2 – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Almost Ashes Destroyed Escape Begged Government Instead Fields
Maple Class Spring 1	Fire Fighters – Rachel Blount	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph.	Emergency Bleeper Commander Trapped Rolled Scene Accident

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Siren Aside Restaurant Apparatus
Maple Class Spring 1	City Farm – Brian Moses	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Goats Ducks Goose Knees Alarm Although Gaze Decided Spread Sow Sneak Honked
Maple Class Spring 1	Sophie's Snail – Dick King Smith	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by:	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twins Exactly Slightest Seriously Couple Sticky Muscle loads

		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.		
Maple Class Spring 1	Mice – Rose Flyman	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Chins Nibble
Maple Class Spring 2	Stonehenge -	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
Maple Class Spring 2	The Great Storm Chapter 1 – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Skara Brae Orkney Soared Shores Whipped

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Sweeping Huddled Crest Shoal Scattered Curving Lumpen Shivering Snare Swooped Snatched Glimpse Rage Supper
Maple Class Spring 2	The Great Storm Chapter 2 & 3 – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Passages Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
Maple Class Spring 2	Man Meets Metal (Bronze Age) – Richard PLatt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Beakers Blades Impressed Copper Tin Pottery Archaeologists Fine (nice) Miraculous Common Foreigners Rare Precious Centuries Replaced
Maple Class Spring 2	Man Meets Metal (Iron age) – Richard Platt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Grazed Heaped Europe Countries Iron

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Plough Blades Weapons Blacksmiths Warriors Furnace
Maple Class Spring 2	Indigo's Dragon – Sofi Croft	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Crag Flowing Fells Beck Slate Marvellous Rough Glint Steeply Shaded Skimmed Mossy mound Shaft Canopy Flexed Whizzed Trail Blur Barely Weightless Squelched Pelted
Maple Class Summer 1	Lion, the Witch and the Wardrobe 1 – CS Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Several Immediately Foolish Oneself Woodwork Mothballs Stooping Powdery Queer Inches Ought
Maple Class Summer 1	Lion, the Witch and the	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	Text and Talk – Understand the text and explore new vocabulary. Read and talk	**Meaning -** Read most unfamiliar words accurately, without undue hesitation,	Inquisitive Pitter patter Glossy

	Wardrobe 2 – CS Lewis	• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me Exclaimed
Maple Class Summer 1	Lion, the Witch and the Wardrobe 3 – CS Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Spires Shone Sorcerers Shivered Arch Iron Crept Figures Fierce Shaggy Raised Instantly Bristling Trembling Majesty
Maple Class Summer 1	The World – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest
Maple Class Summer 1	The United Kingdom – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Countries Southern Parliament Laws

		• Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**I**nfer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Capital city Welsh Gaelic Cornish Cities Forests Coasts
Maple Class Summer 1	New School -	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **I**nfer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skits Headmaster
Maple Class Summer 2	The Boy Who Grew Dragons 1 – Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **I**nfer - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Fault Jam tarts Vast Sections Multi-topping Radishes Shovelling Sneaked Fluttered Provisions Nettles Brambles Muttered Spade Twinkle Flooding
Maple Class Summer 2	The Boy Who Grew Dragons 2 – Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Bongleweed Clinging Shoots Shrubs Almighty Tug of war

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Heaved Blistered Cactus Upturned Sprouting Fit to burst Tendril Fireflies Jellyfish Bioluminescence Famished Ripen Vivid
Maple Class Summer 2	The Selfish Giant – Oscar Wilde	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Ogre Gruff Trespassers Prosecuted Selfish Wander Blossoms Notice board Chimney-pots
Maple Class Summer 2	The Secret Garden - Frances Hodgson-Burnett	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Robin Round knob Ivy Thump Twittering Keyhole
Maple Class Summer 2	Jumanji 1- Chris Van Allsberg	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Casually Gosh Whisker's length Slammed Gasped Clawing

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Dozen Tearing
Maple Class Summer 2	Jumanji 2 - Chris Van Allsberg	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Monsoon Roll of thunder Guide Hunched Muttering Tsetse fly Contract Tremendous Stampede Rumble Herd Splintering China (plates) Tumble Eyeing Mantel clock Couch
Sycamore Class Autumn 1	New School – Kevin McCann	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	. Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Playground Teacher Skits wish
SCYAMORE CLASS					

Sycamore Class Autumn 1	New Beginnings – Joanna Benecke	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Prepared Clutched Paused Continent Sniggered Giggled Determined Wondered Journey
Sycamore Class Autumn 1	The Romans	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Empire Belief City Country Tunic Toga Stola Bulla Lunala Chariot Gladiator
Sycamore Class Autumn 1	Roman Diary 1 – Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these.	Slave Baths Cruel Reputation Palace Aqueduct Mistress Litter Subligari Mamillares Caldarium Revolt

		Y4 Reading Comprehension			
		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning	
Sycamore Class Autumn 1	Roman Diary 2 – Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Household Triumph Tossed Sulk Flocked Spectacle Sedan chairs Senators Dignitaries Em,peror Laurel Bearers Floats Procession awaits
Sycamore Class Autumn 1	Boudicca	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Ancient Queen Invade Noble Auburn Recount Intimidate Fierce Harsh Stern King Iceni Revolt Wealthy Latin Empire Parchment Scholar Poison Contract Fatal
Sycamore Class Autumn 2	Glitter Gladiator 1 - Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Quaking Weasel Portcullis Unfurled Fearless Approval

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Spears Rooted Lumbered Filmed Agility Slugged Cowering
Sycamore Class Autumn 2	Glitter Gladiator 2 - Ciaran Murtagh	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gladiator Punishment Burly Centurion Dejected Colosseum Emperor Shriek Stalking Menacingly Prey Bellow Glinted Prowl Lithe Crept
Sycamore Class Autumn 2	Hunting Volcanoes - Hawys Morgan	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors	Scientist Test tube Volcanologist Fieldwork Erupt Lava Abseil Lava bomb Toxic Inactive

				Structure and Presentation - Understand how the text layout and presentation add to meaning.	
Sycamore Class Autumn 2	Elves, Trolls and Monsters	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard
Sycamore Class Autumn 2	Christmas Celebrations through time	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Evergreen Symbolised Dreary Extravagant Delicacies Medicinal Affluent Dampen Constant
Sycamore Class Autumn 2	How we celebrate Christmas	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend

		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
<u>Sycamore Class Spring 1</u>	Explorers then and now – Rob Alcroft	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Riches Adventures Knowledge Exploration Expedition Exotic Risky Landmark Archaeologist relic
<u>Sycamore Class Spring 1</u>	Firework Maker Daughter 1 - Philip Pullman Chapter 1	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Refusing Cradle Workshop Flared Demon Dozen shimmering
<u>Sycamore Class Spring 1</u>	Firework Makers Daughter 2 –	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently.	Sacred Crater Spirits

		Y4 Reading Comprehension			
	Philip Pullman Chapter 2	• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text. Predict - Using details stated or implied, predict what will happen in a text. Retrieve- Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. Summarise- Identify main ideas drawn from more than one paragraph and summarise these. Evaluate Contribute reasoned comments/ opinions in discussions about the language used by the author. Compare- Understand simple similarities and differences between different books and authors Structure and Presentation - Understand how the text layout and presentation add to meaning.	Plume Eternal Summit Quail Gibbered Laboriously Progress Oars Nudged Impatience Alarmingly Stoutest sarong
Sycamore Class Spring 1	Firework Makers Daughter 3 - Philip Pullman Chapter 5	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Work out the meaning of words based on the context in which they are written. Self-correct consistently. Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text. Predict - Using details stated or implied, predict what will happen in a text. Retrieve- Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. Summarise- Identify main ideas drawn from more than one paragraph and summarise these. Evaluate Contribute reasoned comments/ opinions in discussions about the language used by the author. Compare- Understand simple similarities and differences between different books and authors Structure and Presentation - Understand how the text layout and presentation add to meaning.	Harsh Barren Cavern Gloomy Grotto Imp Swarmed Dash Anvil Rhythm Toiled Blazed Plunged Sulphur Smothered scorching
Sycamore Class Spring 1	Animal Migrations 1 – Camilla de la Bedoyere	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Work out the meaning of words based on the context in which they are written. Self-correct consistently. Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text. Predict - Using details stated or implied, predict what will happen in a text. Retrieve- Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. Summarise- Identify main ideas drawn from more than one paragraph and summarise these. Evaluate Contribute reasoned comments/ opinions in discussions about the language used by the author.	Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves Depart

		• Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Spring	Animal Migrations 2 – Camilla de la Bedoyere	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Route Globe-trotters Prevailing winds Skimming Plunge Crustaceans Vast Swarms Breeding sites Stop-over
Sycamore Class Spring 2	Stonehenge	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
Sycamore Class Spring 2	The Great Storm Chapter 1	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Skara Brae Orkney Soared Shores Whipped Sweeping Huddled Crest Shoal Scattered Curving Lumpen

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Shivering Snare Swooped Snatched Glimpse Rage Supper
Sycamore Class Spring 2	The Great Storm Chapter 2 & 3	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Passages Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
Sycamore Class Spring 2	Man Meets Metal (Bronze Age)	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Beakers Blades Impressed Copper Tin Pottery Archaeologists Fine (nice) Miraculous Common Foreigners Rare Precious Centuries Replaced
Sycamore Class Spring 2	Man Meets Metal (Iron age)	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace

		- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Spring 2	Indigo's Dragon	Y3 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Crag Flowing Fells Beck Slate Marvellous Rough Glint Steeply Shaded Skimmed Mossy mound Shaft Canopy Flexed Whizzed Trail Blur Barely Weightless Squelched Pelted
Sycamore Class Summer 1	Lion, the Witch and the Wardrobe 1	Y3 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Several Immediately Foolish Oneself Woodwork Mothballs Stooping Powdery Queer Inches Ought
Sycamore Class Summer 1	Lion, the Witch and the Wardrobe 2	Y3 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Inquisitive Pitter patter Glossy Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me

		• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Exclaimed
Sycamore Class Summer 1	Lion, the Witch and the Wardrobe 3	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Spires Shone Sorcerers Shivered Arch Iron Crept Figures Fierce Shaggy Raised Instantly Bristling Trembling Majesty
Sycamore Class Summer 1	The World	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest
Sycamore Class Summer 1	The United Kingdom	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Countries Southern Parliament Laws Capital city Welsh Gaelic Cornish Cities Forests Coasts

		Y3 Reading Comprehension			
		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Summer 1	New School	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skits Headmaster
Sycamore Class Summer 2	The Boy Who Grew Dragons 1	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Fault Jam tarts Vast Sections Multi-topping Radishes Shovelling Sneaked Fluttered Provisions Nettles Brambles Muttered Spade Twinkle Flooding
Sycamore Class Summer 2	The Boy Who Grew Dragons 2	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Bongleweed Clinging Shoots Shrubs Almighty Tug of war Heaved Blistered Cactus Upturned Sprouting Fit to burst

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Tendril Fireflies Jellyfish Bioluminescence Famished Ripen Vivid
Sycamore Class Summer 2	The Selfish Giant	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ogre Gruff Trespassers Prosecuted Selfish Wander Blossoms Notice board Chimney-pots
Sycamore Class Summer 2	The Secret Garden	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Robin Round knob Ivy Thump Twittering Keyhole
Sycamore Class Summer 2	Jumanji 1	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Casually Gosh Whisker's length Slammed Gasped Clawing Dozen Tearing

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Points of View** – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Summer 2	Jumanji 2	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Monsoon Roll of thunder Guide Hunched Muttering Tsetse fly Contract Tremendous Stampede Rumble Herd Splintering China (plates) Tumble Eyeing Mantel clock Couch
BEECH CLASS					
Beech Class Autumn 1	Beowulf, Grendel and the Dragon – Mick Gower	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Spear Shafts Polish Fought Jewelled throne
Beech Class Autumn 1	The Little White Horse – Elizabeth Goudge	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Desolate Quarry Strewn Stagnant Sheer Crowning Foursquare Boulders

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Thickets Bramble Swerved Battlements
Beech Class Autumn 1	Into the Labyrinth - Benjamin Hume-Cross	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Theseus Slew Inaction Labyrinth Appointed Vessel Dreading
Beech Class Autumn 2	The Tin Snail by Cameron McAllistair (mechanics)	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	Welding Lamp Lopsided Laboratory Fiendish wizard Propelled Callipers Coils Cogs Engineering

		Y5 Reading Comprehension		Meaning / Skills	Vocabulary
		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	The Solid Truth about States of Matter – Agnieszka Biskup	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Molecules Atoms matter microscope mass gravity structure sodium Chlorine Neutron invisible physics
Beech Class Autumn 2	Concrete Mixers – Patricia Hubble (poetry)	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Concrete Elephant tenders Ponderous Perch Mahouts Trough Bulging Urban
Beech Class Autumn 2	Oliver Twist – Charles Dickens	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Copper Ladeled Gruel Composition Porridger Ounces Eager Composed Devoured Assiduously

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Voracious Companions Per diem Council Lots Pauper Long grace Short commons Reckless Advancing Alarmed Temerity Stupefied Rebel Paralysed Pinioned Shrieked beadle
Beech Class Autumn 2	The Mighty Monster Afang – William Elliot Griffis	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Bog Iron-clad Scales Arwour Bulged Ridge Tough hide Hurled Javelins Leeks Straggling Jackass Squashes Slobbered Devoured Calves Ravenously Lair Maidens
Beech Class Spring 1	The Deep Sea	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader.	Extract Mesopelagic Photosynthesis Camouflage Prey Functions Predict Monitor Extreme Organisms Colony Hydrothermal vents Fissures Emit Expeditions Submersible

		• Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 1	Skellig - David Almond	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Glared Outstretched Shallow Trembling Thundering Glared Echoing Shuddering Pitch Uncertain Silvery Halted Din Cheeping guided
Beech Class Spring 1	Pig Heart Boy 1 Malorie Blackman Glen	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Thunderous Inhaled Get it in the neck Sidled Emerged
Beech Class Spring 1	Pig Heart Boy 2 Malorie Blackman Glen	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Bit back Added quickly Heart transplant Ways of digging and digging until- Turned away

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 1	The Explorer 1 - Katherine Rundell	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Grimacing Ferocious Sun Shriek Dashboard Reliable
Beech Class Spring 1	The Explorer 2 - Katherine Rundell	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader.	Jabbed Bile Quench Shipwreck-roar Haunches

		• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 2	The Highland Falcon 1 - M G Leonard and Sam Sedgman	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Assignment Reluctant Kraken Spouted Livery Tender Vapour
Beech Class Spring 2	The Highland Falcon 2 - M G Leonard and Sam Sedgman	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pheasant Paparazzi Steely Smile Gala Priceless
Beech Class Spring 2	Quiz of Charles Darwin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Theory Evolution Reluctant Controversial Offspring Characteristics Species

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Evolves Polluted
Beech Class Spring 2	Crime Solvers	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 2	Itch - Simon Mayo	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	Multi-stained Pockmarked Bore testament Unconscious Astute shrugged Gingerly Marvelled big Inch Straggly Sooty Smudge vigorous

		• Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 2	Pig Heart Boy 3 - Malorie Blackman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Medical history Controversy Eminent Surgeon Immunologist Pioneering techniques Rejection Deliberation
Beech Class Summer 1	Stig of the Dump - Clive King	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Peered Elder bushes Clutching Creepers
Beech Class Summer 1	The Demon Headmaster - Gillian Cross	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Figure, moment, baffled, reflection, prim, murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly,

		• Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	_Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	determined, curling
Beech Class Summer 1	Musoom	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Railway Children - E Nesbit	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	_Text and Talk_ – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. _Word Detectives_ –Information retrieval using skimming and scanning skills. _Thinking Caps_ – Inference skills – learning to read between the lines. _Building Blocks_ – Explain views and give evidence using the text. _Points of View_ – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Model Engine Charm Inexperience Afflicted Despaired Unselfishness Brazing

		Y6 Reading Comprehension			
		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Peculiar Peggs Samuel J Halpin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Slate-grey Inquisitive Hair Corduroy Spitefully Creative Mood Chugged Compact Mirror Eaves
Beech Class Summer 2	All Summer and a Day - Ray Bradbury	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Intermixed Compounded Crushed Civilisation
Beech Class Summer 2	Super Sleuths Manual 1 - Jillian Powell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied.	Investigation Witnesses A-List Distinguished Alibi Transcripts Suspicious Accountant

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	Super Sleuths Manual 2 - Jillian Powell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor
Beech Class Summer 2	The First Hominids _ Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Hominids Plentiful Jointed Obtained Scavenging

		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	Cosmic - Frank Cottrell Boyce	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Limping Frost-stiffened Rivulet Crag Ripple Ring
Beech Class Summer 2	Shine n- Jill Paton Walsh	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	

YEAR B (2023-2024)

Subject – READING MASTERS LEARNING SEQUENCE • EHCP & SEND Support refer to IEPs for the individual children. • Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.

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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows Class Summer 1	The Tiger Who Came to Tea - Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
Willows Class Summer 1	Lion Inside	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	Perfect Pets	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	non-fiction information glossary contents loyal prey sheds

		Y1 Reading – comprehension			
		• Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	**Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	The Gruffalo - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author illustrator blurb character rhyme knobbly jaw tusk
Willows Class Summer 2	Oliver's Fruit Salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Day the Crayons quit	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Snail and the Whale - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	title author predict blurb rhyme gaze dock flock

		• Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Jessie the Jellyfish - Laurie Newman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
Willows Class Summer 2	Commotion in the Ocean - Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Sally and the Limpet - Simon James	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Seaside Poems	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	title poem poets rhyme bobbing breakers guarded squeal site squirm million

				shingle canyon harbour
		• Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• With support, be able to talk about what might happen next, based on what they have read.	
Year Group	**Rationale for Unit of Learning**	**Key Content from National Curriculum**	**Skills/Processes**	• **Essential Knowledge**	**Vocabulary**

Year Group	**Rationale for Unit of Learning**	**Key Content from National Curriculum**	**Skills/Processes**	**Essential Knowledge**	**Vocabulary**
Maple Class Autumn 1	The Continents	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Continent Permanently Countries Scientists Grouped
Maple Class Autumn 1	Seas and Oceans – Izzi Howell	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Three-quarters Surface Lake Connected Several Coastline Pebbles
Maple Class Autumn 1	Eruption – Anita Ganeri	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions.	Eruption Lava Melted Solid Erupt

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Volcano
Maple Class Autumn 1	Alice in Wonderland - – Lewis Carroll	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dormouse March Hare Elbows Suppose Uncomfortable Plenty Arm-chair
Maple Class Autumn 1	The Mystery of the Green Lady – Helen Moss	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dungeon Ghost Peeped Keyhole Dimly Lit Lantern Velvet Cloak Knelt Swirled Glinted Sword Disappeared Trembled Creaked Bought

		• Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.		
Maple Class Autumn 1	There's No Such Thing as a Dragon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	
Maple Class Autumn 2	Something Else - Kathryn Cave	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Belong Brought
Maple Class Autumn 2	The Fox and the Cockerel – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cockerel Roosting Settled Crowed Politely Harm Suspicious Celebrate Peered Distance Perhaps Clucked

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		Certainly
Maple Class Autumn 2	Here to Help – the Police - Rachel Blount	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Crime Officers Usually Protect Vehicles Patrol Respond Victims Statements Markings Siren
Maple Class Autumn 2	George and the Dragon – Chris Wormell	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Valley Fiery Breath Castle Sweep Monstrous Fierce
Maple Class Autumn 2	Twinkle, Twinkle Little Star - Jane	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions.	Twinkle Rusty Choke Starter

	Taylor, Anon, Lewis Carroll	• Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tea-tray Wonder
Maple Class Autumn 2	The Snowman - Wes Magee	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Stacked Snowballs Dearly Block Shrinks Warmth Reclaimed Grave Damp
Maple Class Spring 1	Little Miss Muffet	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tuffet Curds Whey Frightened Chapattis

		• Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Spring 1	Walk from Our Island School – Deborah Chancellor	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tobermory Isle of Mull Exploring Surrounded Important Pier Tackle Wicker Shellfish Explains Creels Harbour Ferry Terminal Tourist Centre Coastal path Coastline
Maple Class Spring 1	Animal Conflicts 1 - Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Defending Warnings Rear up Conflict Rivals Slash Predators Defend Bares Antelope Gazelle Poisonous
Maple Class Spring 1	Animal Conflicts 2 - Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Venom Threatening Poisonous Venomous Dangerous Sprays Spits Creatures Tolerance Protected Strikes

		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Maple Class Spring 1	Mountains - – Ruth Thompson	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Steep Peak Quarter Range Magma Crust Erupts Formed Crater Lava Glaciers
Maple Class Spring 1	The Ice Dragons - Eric Finney	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Polar Icicles Glassy Spire Eerie Endless Bleak Neath Domes Everlasting Tale Arctic circle
Maple Class Spring 2	Planting Bulbs – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Noticed Contain Appear Autumn Bulbs Facing Pointy Sprout Lollipop

		• Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Spring 2	All the Way to Toy Town - Enid Blyton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Hooter Lamps Pedals Tremendous Pace Shan't Pedalling Ripe Hooted Wrong Handkerchief
Maple Class Spring 2	Dilly's Sports Day - Tony Bradman	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Forehead Temperature Stomach Winked Course not Hurt
Maple Class Spring 2	The Worst Witch - Jill Murphy	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Appalling Conduct Entire Humbly Uproar

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Maple Class Spring 2	Mr Majeika - Humphrey Carpenter	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered Tailed off Faintly
Maple Class Summer 1	The Minpins - Roald Dahl	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Hesitated Blotting out Shafts Absolute Ventured Everlasting Gloom and doom Fearsome
Maple Class Summer 1	Fidgit Spinners	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Gadgets Bearing Range Vibration Stainless steel Brass Ceramics Titanium Inventor Patented Renewed Versions ADHD Distraction Hazard

		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Fine motor skills
Maple Class Summer 1	Holyhock	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Hollyhock Blackbird Cellar Clipped Scruffy Brogues Funeral Mourners Coffins Panthers
Maple Class Summer 1	Hot Food - Michael Rosen	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Whooph whooph Stuffs Puffs Yells Bobs Flaps
Maple Class Summer 1	Would You Eat Less than Perfect Fruit? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Currently Tonnes Edible Slightly Cruise liner Particular Instead Perfectly Heaps Ploughs Harvest Blemished Rely Orchards Reducing Solution

Maple Class Summer 2	Picklewitch and Jack	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	
Maple Class Summer 2	Magnetism	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Iron Cobalt Nickel Interact Force field Barrier Repel
Maple Class Summer 2	Peter Rabbit	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry) Implored Sobs Sparrows Exert

Maple Class Summer 2	Wind in the Willows - Kenneth Grahame	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Toad Announced Convince Dangerous Shiny Flung Splendid Dragged Study Irresponsible Wriggled Writhed Reason Confiscated Drainpipe Screech Roaring
Maple Class Summer 2	The Pudding Like a Night on the Sea – Ann Cameron	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Guarded Raft Rag Craters
SYCAMORE CLASS					
Sycamore Class Autumn 1	The Worst Witch - Jill Murphy	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Appalling Conduct Entire Humbly Uproar

		• Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	

Sycamore Class Autumn 1	Mr. Majeika - Humphrey Carpenter	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered Tailed off Faintly
Sycamore Class Autumn 1	Mountains - Ruth Thompson	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Steep Peak Quarter Range Magma Crust Erupts Formed Crater Lava Glaciers
Sycamore Class Autumn 1	The Mimpins - Roald Dahl	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Hesitated Blotting out Shafts Absolute Ventured Everlasting Gloom and doom Fearsome

Sycamore Class Autumn 1	Animal Conflicts 1 - Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Defending Warnings Rear up Conflict Rivals Slash Predators Defend Bares Antelope Gazelle Poisonous
Sycamore Class Autumn 1	Animal Conflicts 2 - Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Venom Threatening Poisonous Venomous Dangerous Sprays Spits Creatures Tolerance Protected Strikes
Sycamore Class Autumn 2	Peter Rabbit	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry) Implored Sobs Sparrows Exert
Sycamore Class Autumn 2	The Ice Dragons Eric Finney -	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Polar Icicles Glassy Spire

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Eerie Endless Bleak Neath Domes Everlasting Tale Arctic circle
Sycamore Class Autumn 2	Hot Food - Michael Rosen	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Whooph whooph Stuffs Puffs Yells Bobs Flaps
Sycamore Class Autumn 2	Would you eat less than perfect fruit – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text. Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. Retrieve- Retrieve and record information from both fiction and non-fiction Summarise- Identify main ideas drawn from what has been read. Evaluate- Identify how language, structure and presentation contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Currently Tonnes Edible Slightly Cruise liner Particular Instead Perfectly Heaps Ploughs Harvest Blemished Rely Orchards Reducing Solution
Sycamore Class Autumn 2	Night Before Christmas 1 - Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. Infer - Answer questions and make some inferences, referring to evidence from the text.	'Twas Stirring Stockings Chimney Nestled Visions Snug 'Kerchief

		• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Arose Clatter Sash (window) Breast Lustre Miniature Lively Rapid Coursers Obstacle Porch Dash away Hurricane Prancing Pawing Twinkling Hoof
Sycamore Class Autumn 2	Night Before Christmas 2 - Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **I**nfer **-** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bound Tarnished Ashes Soot Flung Pedlar Dimples Droll Drawn up Stump Encircled Wreath Broad Plump In spite of Jerk Thistle Exclaim
Sycamore Class Spring 1	The Pudding like a Night on the Sea - Ann Cameron	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **I**nfer **-** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Guarded Raft Rag Craters
Sycamore Class Spring 1	How is Chocolate Made?	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Cocoa Rugby balls Peapod Harvested Ferment

		Y3 Reading Comprehension			
		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	I**nfer** - Answer questions and make some inferences, referring to evidence from the text. **Predict** - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve**- Retrieve and record information from both fiction and non-fiction **Summarise**- Identify main ideas drawn from what has been read. **Evaluate**- Identify how language, structure and presentation contribute to meaning. **Compare**- Make links between the books and texts they have read, pointing out similarities and differences.	Fermentation Distinctive Mould Ground Factory Liquor Blended Tempering Quantities Conch Conching Grinders Particular Texture
Sycamore Class Spring 1	Are you wasting good food? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer** - Answer questions and make some inferences, referring to evidence from the text. **Predict** - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve**- Retrieve and record information from both fiction and non-fiction **Summarise**- Identify main ideas drawn from what has been read. **Evaluate**- Identify how language, structure and presentation contribute to meaning. **Compare**- Make links between the books and texts they have read, pointing out similarities and differences.	Households Edible Tonnes Wheelie bins Sell-by date Loaves Entirely Limp Sprout Picky eater Landfill sites Decaying
Sycamore Class Spring 1	Hollyhook	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer** - Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve**- Retrieve and record information from both fiction and non-fiction **Summarise**- Identify main ideas drawn from what has been read. **Evaluate**- Identify how language, structure and presentation contribute to meaning. **Compare**- Make links between the books and texts they have read, pointing out similarities and differences.	Hollyhock Blackbird Cellar Clipped scruffy Brogues Funeral Mourners Coffins Panthers
Sycamore Class Spring 1	Magnetism	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer** - Answer questions and make some inferences, referring to evidence from the text.	Iron Cobalt Nickel Interact Force field Barrier Repel

Class/Term	Text	Reading Comprehension	Skills	Objectives	Vocabulary
		• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Spring 1	Fidgit Spinners	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Gadgets Bearing Range Vibration Stainless steel Brass Ceramics Titanium Inventor Patented Renewed Versions ADHD Distraction Hazard Fine motor skills
Sycamore Class Spring 2	How to Train a Dragon 1 - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Admittedly Tradition Dramatically Suffering Scallops Bellowed Lesser Hawks Tame Solemnly Initiation Courage Scenic Loomed Sinister Swarmed Cacophony Hibernating Ominous Rumble
Sycamore Class Spring 2	How to Train a Dragon 2 - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Mindless Thug Hooligan Coward Despite Perilously Clammy

		- Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about books, taking turns and listening to others.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Claustrophic Squirming Flares Stench Unbearable Cavern Draped Unison Penetrate Churning Bowels Pulse countless
Sycamore Class Spring 2	Field Study – Plymouth	<u>Y4 Reading Comprehension</u> - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Spring 2	Boggarts, Bunyips and other Beasts - Silas Greenshield	<u>Y4 Reading Comprehension</u> - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors	Lumber Brute Cunning Lurk Mountainous Alert Landscapes Hurl Fooled Especially Traveller Ambush Burrows Precious Mayhem

				Structure and Presentation - Understand how the text layout and presentation add to meaning.	
Sycamore Class Spring 2	Letting in the Light - Elizabeth Lindsay	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Wrap Fur Wobble Resting Soon Spin Tumble Specks Paws
Sycamore Class Spring 2	Stuart Little - – E B White	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Astonished Especially Stooping Perspiration Inconvenience Particularly Stationing Emerge
Sycamore Class Summer 1	Senses	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Enclosed Skull Constantly Internal React Direct Upright Awareness Relate Mechanism

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Summer 1	The Nightmare Man - Pie Corbett	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Delay Plunging Jet Adjusted Vague Hobbled Peering Billowing Grumbled Distant casting
Sycamore Class Summer 1	Charlotte's Web E B White	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Apple-blossom Grunt Peer Poke Snout Relieved Carriage (doll's)
Sycamore Class Summer 1	Biography of Arianna Grande	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently.	Relocate Passion Theatre

		• Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Cast Role Orchestra Tour Charitable contributions Cosmetics Victims
Sycamore Class Summer 1	Biography of Ed Sheeran	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Guitarist Songwriter Record producer Composer Venue Audition Studio Simultaneously Debut Single Set Performance Popular Headlined
Sycamore Class Summer 1	The Sound Collector - Roger McGough	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Stranger Purring Marmalade Scraping Drumming Windowpane Gurgle

		Participate in discussion about books, taking turns and listening to others.		**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Summer 2	Scarecrow his Servant 1 - Philip Pullman	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Troublesome Rheumatism Raven Springs Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered
Sycamore Class Summer 2	Scarecrow his Servant 2 - Philip Pullman	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Sheltering Rich voice Sonorous Knobbly Broad Tattered Singed Threadbare Obliged Daintily Stout
Sycamore Class Summer 2	The Wizard Poem - Gervase Phinn	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text.	Gaunt Fort Glower Granite Deed Transform Summon Conjure Swathed

		• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	eerie
Sycamore Class Summer 2	Mary Seacole – Kate Ruttle	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Nurse Hospital Wound Soldier Overcrowded Battlefield Medicine Treatment
Sycamore Class Summer 2	My Shadow - Robert Louis Stevenson	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Shadow Proper India-rubber Notion Ought Fool Coward Nurse Rose Dew Buttercup Lazy Arrant Sleepy-head

		Y4 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	Meaning - Work out the meaning of words based on the context in which they are written. Self-correct consistently.	
Sycamore Class Summer 2	Peter Pan – JM Barrie	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	

Beech Class Autumn 1	Great Expectations – Charles Dickens	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Marshes Disagreeable #dykes Cravat Awaked Condolences Clerical air Obstinately Accusatory manner Blubbered Flourish Reverted Battery 'pretence Regularly bound Have such larks stakes
Beech Class Autumn 1	Viking Boy 1 - Tony Bradman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Longhouse Hearth Embers Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Grunted Bloodstain

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Peered Thanked Longhouse Glanced Slaughter Jerkins Notched Straining Leashes Fangs Mail shirt Grey-streaked Wolfskin cloak unsheathed
Beech Class Autumn 1	Viking Boy 2 - Tony Bradman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Longhouse Hearth Embers Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Grunted Bloodstain Peered Thanked Longhouse Glanced Slaughter Jerkins Notched Straining Leashes Fangs Mail shirt Grey-streaked Wolfskin cloak unsheathed
Beech Class Autumn 1	Charlie and the Chocolate Factory - Roald Dahl	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	nerve centre insist abide churning whirlpool a dozen weeping willows, alders rhododendrons gallon flabbergasted Staggered dumbfounded bewildered bowled over

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 1	Which Witch – Eva Ibbotson	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	puzzled Persian frieze vultures desolate sprawling relentlessly blighting smiting wuthering battlements brimstone
Beech Class Autumn 1	The Fisherman and his Soul - Oscar Wilde	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	Holes 1 - Louis Sachar	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Wasteland Shrivelled Ninety-five degrees forbidden Warden

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	Holes 2 - Louis Sachar	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Stewed Scarcity Sneakers Innocent Evidence
Beech Class Autumn 2	Mehy and the Great Pyramid - Nicolas Brasch	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pharaoh Auspicious Mammoth Mr Versatile Limestone Granite

Beech Class Autumn 2	The Bobble Boy - Stewart Foster Zero	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Threatening Monitors Humidity Air Purity Sensors Faintly Vacuum-sealed Dissertation Transition Zone Blur Window sill
Beech Class Autumn 2	Thursday's Child and the Village School - Noel Streatfield	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	Oranges in No Man's Land - Elizabeth Laird	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration.	Beirut Opposite Amazement Gaping holes Magnificent

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 1	The Winged Horse	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Swooping Headlong Capering Flickered Whinnied Scrambled
Beech Class Spring 1	Who are Refugees and Migrants - Muzoon Almellahan	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Democracy Refugees Intensified Reality Scarce
Beech Class Spring 1	I am Malala - Malala Yousafzai	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text	**Meaning -** Read aloud with intonation that demonstrates understanding.	Extract Campaigned Stench Terrorists

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Tailboard
Beech Class Spring 1	The Bully Asleep - John Walsh	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Bully Scent Timidly Tearful
Beech Class Spring 1	The Astounding Broccoli Boy - Frank Cottrell Boyce	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them.	Mutation Radioactive Inexplicable Handkerchief Chugging Reservoirs

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	**Points of View** – Consider author's choices, summarise and predict.	**Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 2	Darwin's Dragons - by Lindsay Galvin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Studious Buccaneer Ponderous Master Knapsacks Downpour
Beech Class Spring 2	The Frog and the Condor	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Andes Mountains bemoaned gave her distance Voracious appetite A marvel to behold resumed
Beech Class Spring 2	Inca Legends Three Days	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text	**Meaning -** Read aloud with intonation that demonstrates understanding.	Spanish Conquest Intensive Inca Quipa

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Barbarism Empire Agriculture Founded
Beech Class Spring 2	Hiking in Colca Canyon in Peru – Sylvie Golec	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Colca Canyon Tour Company Hike Hostels Glimpse Smushed
Beech Class Summer 1	Crete – Land of Legends - Becca Heddle	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration.	Excavations Hieroglyphic Deciphering Settlement Civilisation

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	There is a Boy in the Girl's Bathroom - Louis Sachar	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Mumbled Awkwardly Distorted Smile Recess
Beech Class Summer 1	Granny - Anthony Horowitz	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Theft Victim Dozed off It'th a scandal Ferocious Alsatian Angular Drooling Pads Gestured Peered Rapidly decomposing
Beech Class Summer 1	Mikael Saves the Day	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Coach Instinctively Averted Swerving Steering

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict** - Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve**- Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise**- Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate**- Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare**- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation** - Identify and discuss how different organisational structures in texts add to the meaning.	Halt Hazard Presence of mind suspected
Beech Class Summer 1	Adrenaline Rush	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning** - Use a range of strategies to work out most unfamiliar words. **Infer** - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict** - Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve**- Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise**- Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate**- Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare**- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation** - Identify and discuss how different organisational structures in texts add to the meaning.	Hazards Disorientated Manmade Dehydrated Glacier
Beech Class Summer 2	Leaver's Assembly Y7 Interviews	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning** - Read aloud with intonation that demonstrates understanding. **Infer** - Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict** - Predict what might happen from details stated and implied. **Retrieve**- Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise** - Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate**- Evaluate how authors use language, including figurative language, considering the impact on the reader.	Budged Miraculously Confidence

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	Silver Sword – Ian Serralier	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Conflict Nazi Prison Camp Hilt Grubby Indifferent Condition
Beech Class Summer 2	A Young Boy's Story - Stewart Ross	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Infantry Front Lines Colleagues Veterans Gaunt Conspiracy Optimistic Cynical

YEAR C (2024-2025)

Subject – READING MASTERS LEARNING SEQUENCE

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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows Class Summer 1	The Tiger Who Came to Tea - Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
Willows Class Summer 1	Lion Inside	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	Perfect Pets	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	non-fiction information glossary contents loyal prey sheds

		• Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	The Gruffalo - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author illustrator blurb character rhyme knobbly jaw tusk
Willows Class Summer 2	Oliver's Fruit Salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Day the Crayons quit	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Snail and the Whale - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title author predict blurb rhyme gaze dock flock

		Y1 Reading – comprehension			
		• Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Jessie the Jellyfish - Laurie Newman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
Willows Class Summer 2	Commotion in the Ocean - Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Sally and the Limpet - Simon James	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Seaside Poems	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title poem poets rhyme bobbing breakers guarded squeal

		• Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	site squirm million shingle canyon harbour
Year Group	**Rationale for Unit of Learning**	• **Key Content from National Curriculum**	**Skills/Processes**	**Essential Knowledge**	**Vocabulary**
MAPLE CLASS					
Maple Class Autumn 1	Dogger - Shirley Hughes	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Anxiously Banisters Lent Underneath
Maple Class Autumn 1	Timid Tim and the Cuggy Thief – John Prater	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Rough and tumbles Tease Awful Chilling Rascal

		• Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Autumn 1	Willie Whiskers - Margaret Gordon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Skirting board Larder Crumbs
Maple Class Autumn 1	Like An Animal Joan Poulson	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Pretend Fierce Patterned Bound Leap
Maple Class Autumn 1	Dolphins – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions.	Mammals Surface Swallow Instead Lungs

		• Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Summarise- Identify the main theme of a paragraph. Infer- Answer questions and make some inferences with support. Predict - With support, make plausible predictions about what might happen next and give reasons.	Chew
Maple Class Autumn 1	Big Cat, Little Cat – Lisa Regan	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning- Demonstrate increasing stamina in reading age appropriate texts. Retrieve - Find and copy information from a text in response to literal questions. Summarise- Identify the main theme of a paragraph. Infer- Answer questions and make some inferences with support. Predict - With support, make plausible predictions about what might happen next and give reasons.	Tearing Nap Wild Knives
Maple Class Autumn 2	Here to Help – Fire Fighter - Rachel Blount	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	Meaning- Demonstrate increasing stamina in reading age appropriate texts. Retrieve - Find and copy information from a text in response to literal questions. Summarise- Identify the main theme of a paragraph. Infer- Answer questions and make some inferences with support. Predict - With support, make plausible predictions about what might happen next and give reasons.	Emergency Bleeper Commander Trapped Rolled Scene Accident Siren Aside Restaurant Apparatus

		• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.		
Maple Class Autumn 2	Choosing Materials	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Materials Properties Describe Waterproof Travels
Maple Class Autumn 2	Making Bread	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dough Amounts Flour Ingredients Loaf Sachet Yeast Olive oil Knead Mound Greased Measure

		Y2 Reading – comprehension			
Maple Class Autumn 2	The First Aeroplane	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Aeroplane Helicopter Sparked Lifelong Interest Designing Gliders Improved Taught
Maple Class Autumn 2	Miss Smith - Brian Moses	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Invade
Maple Class Autumn 2	The Killer Cat's Christmas – Anne Fine	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph.	Explain Festival Tempting Dangly Decorations Glorious

At top of page (partial row):
• Participate in discussion about the books, taking turns and listening to others
Explain and discuss their understanding of books both those they listen to and those that they read for themselves.

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Glittering Garage tinsel Strands Usual
Maple Class Spring 1	The City Farm - Brian Moses	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Goats Ducks Goose Knees Alarm Although Gaze Decided Spread Sow Sneak Honked
Maple Class Spring 1	Penguins – Ione Branton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by:	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Southern hemisphere Flightless Antarctica Emperor African Australia Types Expert Incredible Miles per hour Breeding Season Young Hatches

		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Points of View – Consider author's choices, summarise and predict.		Snuggle Flippers Steer
Maple Class Spring 1	Sophie's Snail - Dick King-Smith	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twins Exactly Slightest Seriously Couple Sticky Muscle loads
Maple Class Spring 1	The Fox and the Lion – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cunning Encourage Visitors Weak Enough Notice

		Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Spring 1	Mice – Rose Fyleman	**Y2 Reading – comprehension** • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Chins Nibble
Maple Class Spring 2	Stonehenge	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
Maple Class Spring 2	The Great Storm 1 - Terry Deary (chapter 1)	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read.	Skara Brae Orkney Soared Shores Whipped Sweeping Huddled Crest Shoal Scattered Curving Lumpen Shivering

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Snare Swooped Snatched Glimpse Rage Supper
Maple Class Spring 2	The Great Storm 2 - Terry Deary (chapter 2 and 3)	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Passages Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
Maple Class Spring 2	Indigo's Dragon - Sofi Croft	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Crag Flowing Fells Beck Slate Marvellous Rough Glint Steeply Shaded Skimmed Mossy mound Shaft Canopy Flexed Whizzed Trail Blur Barely Weightless Squelched Pelted
Maple Class Spring 2	The Selfish Giant – Oscar Wilde	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Ogre Gruff Trespassers Prosecuted Selfish Wander Blossoms Notice board Chimney-pots

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

		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Instantly Bristling Trembling Majesty
Maple Class Summer 2	The World – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest
Maple Class Summer 2	The United Kingdom – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Countries Southern Parliament Laws Capital city Welsh Gaelic Cornish Cities Forests Coasts
Maple Class Summer 2	The Boy Who Grew Dragons 1 - Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read.	Fault Jam tarts Vast Sections Multi-topping Radishes Shovelling Sneaked Fluttered Provisions Nettles Brambles Muttered

Maple Class Summer 2		Y3 Reading Comprehension			
		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Spade Twinkle Flooding
Maple Class Summer 2	The Boy Who Grew Dragons 2 - Andy Shepherd	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bongleweed Clinging Shoots Shrubs Almighty Tug of war Heaved Blistered Cactus Upturned Sprouting Fit to burst Tendril Fireflies Jellyfish Bioluminescence Famished Ripen Vivid
Maple Class Summer 2	The Secret Garden – Frances Hodgson-Burnett	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Robin Round knob Ivy Thump Twittering Keyhole
Maple Class Summer 2	Extract from Jumanji 1 - Chris Van Allsberg	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Opera Quite so Peered Slouched Sweater Protested Unfolded Restless

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Maple Class Summer 2	Extract from Jumanji 2 - Chris Van Allsberg	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Casually Gosh Whisker's length Slammed Gasped Clawing Dozen Tearing
SYCAMORE CLASS					
Sycamore Class Autumn 1	New School - Kevin McCann	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	. Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated and implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Playground Teacher Skits wish
Sycamore Class Autumn 1	New Beginnings - Joanna Benecke	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text.	Prepared Clutched Paused Continent Sniggered Giggled Determined Wondered

		• Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Journey
Sycamore Class Autumn 1	The Romans	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Empire Belief City Country Tunic Toga Stola Bulla Lunala Chariot Gladiator
Sycamore Class Autumn 1	Roman Diary - Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Slave Baths Cruel Reputation Palace Aqueduct Mistress Litter Subligari Mamillares Caldarium Revolt

		Y4 Reading Comprehension			
Sycamore Class Autumn 1	Roman Diary Richard Platt -	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Household Triumph Tossed Sulk Flocked Spectacle Sedan chairs Senators Dignitaries Em,peror Laurel Bearers Floats Procession awaits
Sycamore Class Autumn 1	Boudicca	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Ancient Queen Invade Noble Auburn Recount Intimidate Fierce Harsh Stern King Iceni Revolt Wealthy Latin Empire Parchment Scholar Poison Contract Fatal
Sycamore Class Autumn 2	Glitter Gladiator 1 - Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Quaking Weasel Portcullis Unfurled Fearless Approval Spears Rooted Lumbered Filmed Agility Slugged Cowering

		• Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Autumn 2	Glitter Gladiator 2 - Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gladiator Punishment Burly Centurion Dejected Colosseum Emperor Shriek Stalking Menacingly Prey Bellow Glinted Prowl Lithe Crept
Sycamore Class Autumn 2	Explorers Then and Now – Rob Alcroft	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Riches Adventures Knowledge Exploration Expedition Exotic Risky Landmark Archaeologist relic
Sycamore Class Autumn 2	How We Celebrate Christmas	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend

		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class <u>Autumn 2</u>	Christmas Celebrations Through Time	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Evergreen Symbolised Dreary Extravagant Delicacies Medicinal Affluent Dampen Constant
Sycamore Class <u>Spring 1</u>	Hunting Volcanoes - – Hawys Morgan	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Scientist Test tube Volcanologist Fieldwork Erupt Lava Abseil Lava bomb Toxic Inactive
Sycamore Class <u>Spring 1</u>	Humpback Whales	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Haunting Inquisitive Endangered Distinctive Knobbly

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Pectoral fin Mammal Migrate Crustacean Acrobatic Observed Predator
Sycamore Class Spring 1	Icelandic Saga Island - Elves, Trolls and Monsters	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard
Sycamore Class Spring 1	Charlie and the Chocolate Factory - Roald Dahl	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	nerve centre insist abide churning whirlpool a dozen weeping willows, alders rhododendrons gallon flabbergasted Staggered dumbfounded bewildered bowled over

		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Sycamore Class Spring 2	The Firework Maker's Daughter 1 – Philip Pullman Chapter 1	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Refusing Cradle Workshop Flared Demon Dozen shimmering
Sycamore Class Spring 2	The Firework Maker's Daughter 2 – Philip Pullman Chapter 2	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Sacred Crater Spirits Plume Eternal Summit Quail Gibbered Laboriously Progress Oars Nudged Impatience Alarmingly Stoutest sarong
Sycamore Class Spring 2	The Firework Maker's Daughter 3 – Philip Pullman Chapter 5	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these.	Harsh Barren Cavern Gloomy Grotto Imp Swarmed Dash Anvil Rhythm Toiled Blazed Plunged Sulphur

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Points of View** – Consider author's choices, summarise and predict.	**Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Smothered scorching
Sycamore Class Spring 2	Animal Migrations 1 - Camilla de la Bedoyere	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves Depart
Sycamore Class Spring 2	Animal Migrations 2 - Camilla de la Bedoyere	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Route Globe-trotters Prevailing winds Skimming Plunge Crustaceans Vast Swarms Breeding sites Stop-over
Sycamore Class Summer 1	Skellig – David Almond	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Glared Outstretched Shallow Trembling Thundering Glared Echoing Shuddering

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Pitch Uncertain Silvery Halted Din Cheeping guided
Sycamore Class Summer 1	The Little White Horse – Elizabeth Goudge	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Desolate Quarry Strewn Stagnant Sheer Crowning Foursquare Boulders Thickets Bramble Swerved Battlements
Sycamore Class Summer 1	Oliver Twist – Charles Dickens	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	Copper Ladeled Gruel Composition Porridger Ounces Eager Composed Devoured Assiduously Voracious Companions Per diem Council Lots Pauper Long grace Short commons Reckless Advancing Alarmed

		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Temerity Stupefied Rebel Paralysed Pinioned Shrieked beadle
Sycamore Class Summer 1	Viking Boy - Tony Bradman	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Pens Rhythmic Steading Harness Ladling hearth shaggy stew gown tunic flecked clouded
Sycamore Class Summer 1	Victorious Vikings	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Resources Lucrative Permanently Practical Raided Pillaged Imported Integrated Merging Ceremony Monastery Manuscript
Sycamore Class Summer 2	Canyon Dam Poem - W. Elders	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Summit Isostatic Vulcan Irrigate Restrain Surge

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Balmy Stupendous Eroding Spillway Rapids
Sycamore Class Summer 2	Zero Gravity	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	astounding emerges mutation radioactive inexplicable symptom verging on specs edged in chugged reservoir catastrophe resources
Sycamore Class Summer 2	The Girl Who Walked on Air – Emma Carroll (circus)	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader.	

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Sycamore Class Summer 2	First Aid – Kate Ruttle	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Lukewarm Infected Swelling Compress Discourages GP Ligament Tendon acronym
Sycamore Class Summer 2	Truth About States of Matter - Agnieszka Biskup	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Molecules Atoms matter microscope mass gravity structure sodium Chlorine Neutron invisible physics
Sycamore Class Summer 2	Concrete Mixers - Patricia Hubble (poetry)	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Concrete Elephant tenders Ponderous Perch Mahouts Trough

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Bulging Urban
BEECH CLASSS					
Beech Class Autumn 1	Mayan Mystery – Nick Hunter	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pored Sacrifices Atlantis Foreseen Devastating Evidence
Beech Class Autumn 1	Boudicca, Bringer of Victory – Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration.	Icini People Outraged Heritage Slave Market Camulodunum Shrieking cacophony

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 1	Who are Refugees and Migrants - Michael Rosen and Annemarie Young	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Refugee Migrant Persecution
Beech Class Autumn 1	The Railway Children – E Nesbit	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Model Engine Charm Inexperience Afflicted Despaired Unselfishness Brazing
Beech Class Autumn 1	A Super Sleuth's Manual 1 - – Jillian Powell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read aloud with intonation that demonstrates understanding.	Investigation Witnesses A-List Distinguished

		- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Alibi Transcripts Suspicious Accountant
Beech Class Autumn 1	A Super Sleuth's Manual 2 - – Jillian Powell	Y6 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor
Beech Class Autumn 2	The Highland Falcon Thief 1 by M G Leonard and Sam Sedgman	Y6 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader.	Assignment Reluctant Kraken Spouted Livery Tender Vapour

		Y6 Reading Comprehension			
		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 2	The Highland Falcon Thief 2 by M G Leonard and Sam Sedgman	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pheasant Paparazzi Steely Smile Gala Priceless
Beech Class Autumn 2	The Peculiar Peggs - Samuel J Halpin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Slate-grey Inquisitive Hair Corduroy Spitefully Creative Mood Chugged Compact Mirror Eaves
Beech Class Autumn 2	Charles Darwin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Theory Evolution Reluctant Controversial Offspring Characteristics

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Species Evolves Polluted
Beech Class Autumn 2	How to Design the World's Best Rollercoaster – Getting Started – Paul Mason	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Plunge Top-ranked Let your imagination rip Must-ride list Train Survey
Beech Class Autumn 2	How to Design the World's Best Rollercoaster – Wood v Steel – Paul Mason	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader.	steel unusual character renewable decision accuracy assembled flex sway recycled extreme sheer

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 1	The Crime Solvers – Kate Ruttle	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Vibrating Displeased Reluctantly Permission Aroma Mingled Annual Squirming Headquarters Suspicious Roaming Limping Brim
Beech Class Spring 1	Skellig – David Almond	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Glared Outstretched Shallow Trembling Thundering Glared Echoing Shuddering Pitch Uncertain Silvery Halted Din Cheeping guided
Beech Class Spring 1	The Little White Horse - – Elizabeth Goudge	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Desolate Quarry Strewn Stagnant Sheer Crowning

		- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Foursquare Boulders Thickets Bramble Swerved Battlements
Beech Class Spring 1	Oliver Twist – Charles Dickens	<u>Y5 Reading Comprehension</u> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Copper Ladeled Gruel Composition Porridger Ounces Eager Composed Devoured Assiduously Voracious Companions Per diem Council Lots Pauper Long grace Short commons Reckless Advancing Alarmed Temerity Stupefied Rebel Paralysed Pinioned Shrieked beadle
Beech Class Spring 1	Viking Boy - Tony Bradman	<u>Y5 Reading Comprehension</u> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Pens Rhythmic Steading Harness labelling hearth shaggy stew gown tunic flecked clouded

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 1	Itch - Simon Mayo	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Multi-stained Pockmarked Bore testament Unconscious Astute shrugged Gingerly Marvelled big Inch Straggly Sooty Smudge Vigorous
Beech Class Spring 2	Beowulf, Grendel and the Dragon - – Mick Gower	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Spear Shafts Polish Fought Jewelled throne

Beech Class Spring 2	The Pig Heart Boy 1 – Malorie Blackman Glen	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Thunderous Inhaled Get it in the neck Sidled Emerged
Beech Class Spring 2	The Pig Heart Boy 2 – Malorie Blackman Glen	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Bit back Added quickly Heart transplant Ways of digging and digging until- Turned away
Beech Class Spring 2	The Explorer 1 - – Katherine Rundell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Grimacing Ferocious Sun Shriek Dashboard Reliable

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 2	The Explorer 2 - – Katherine Rundell	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Jabbed Bile Quench Shipwreck-roar Haunches
Beech Class Summer 1	Stig of the Dump - Clive King	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Peered Elder bushes Clutching Creepers

Beech Class Summer 1	The Solid Truth about States of Matter – Agnieszka Biskup	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Molecules Atoms matter microscope mass gravity structure sodium Chlorine Neutron invisible physics
Beech Class Summer 1	Shine	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Summer 1	All Summer in a Day - Ray Bradbury	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Intermixed Compounded Crushed Civilisation

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Cosmic - Frank Cottrell Boyce	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Limping Frost-stiffened Rivulet Crag Ripple Ring
Beech Class Summer 2	Life Explosion – Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Theory Evolution Reluctant Controversial Object to Adapt Predators Equipped Offspring Characteristics Over many generations Species Evolves Agility It was hailed Commonly held belief Polluted Extinct

		Y6 Reading Comprehension	Text and Talk	Meaning	Vocabulary
Beech Class Summer 2	The First Hominids – Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Hominids Plentiful Jointed Obtained Scavenging
Beech Class Summer 2	Deep Sea	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Extract Mesopelagic Photosynthesis Camouflage Prey Functions Predict Monitor Extreme Organisms Colony Hydrothermal vents Fissures Emit Expeditions Submersible
Beech Class Summer 2	Pig Heart Boy 3)– Malorie Blackman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Medical history Controversy Eminent Surgeon Immunologist Pioneering techniques Rejection Deliberation

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning	
Beech Class Summer 2	The Tin Snail by Cameron McAllistair	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Welding Lamp Lopsided Laboratory Fiendish wizard Propelled Callipers Coils Cogs Engineering

YEAR D (2025-2026)

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

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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows Class Summer 1	The Tiger Who Came to Tea - Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
Willows Class Summer 1	Lion Inside	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 1	Perfect Pets	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents loyal prey sheds
Willows Class Summer 1	The Gruffalo - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author illustrator blurb character rhyme knobbly jaw tusk

		Y1 Reading – comprehension			
Willows Class Summer 2	Oliver's Fruit Salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Day The Crayons quit	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Snail and the Whale - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb rhyme gaze dock flock
Willows Class Summer 2	Jessie the Jellyfish - Laurie Newman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
Willows Class Summer 2	Commotion in the Ocean - Giles	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	

	Andreae (Poetry)	• Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Sally and the Limpet - Simon James	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Seaside Poems	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title poem poets rhyme bobbing breakers guarded squeal site squirm million shingle canyon harbour
Year Group	**Rationale for Unit of Learning**	**Key Content from National Curriculum**	**Skills/Processes**	• **Essential Knowledge**	**Vocabulary**
MAPLE CLASS					
Maple Class Autumn 1	Aliens Love Underpants	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Understand the process of Reading Masters and that it will remain the same across the year. • Sequencing the story • Developing awareness of the wants of a character	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary blurb bloomers delighted lurks elastic

					long johns
Maple Class Autumn 1	Q Pootle 5	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary beginning middle end earth earthling rocket booster
Maple Class Autumn 1	Funnybones	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author beginning middle end cellar skull skeleton connected
Maple Class Autumn 1	The Pet shop - Funnybones	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author cellar skeleton fed up bandy legs baldy four eyes
Maple Class Autumn 1	The Jolly postman or other people's letters	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author traveller's cheque occupier nervously postal cackle nightingales frock thimble

		Y1 Reading – comprehension			
Maple Class Autumn 1	Billy Goats Gruff	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author meadow fierce frightened halfway plank
Maple Class Autumn 2	Little Red Riding Hood	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author woodcutter village nightgown
Maple Class Autumn 2	The Three Little Pigs	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author churn turnip roundabout
Maple Class Autumn 2	The Troll	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author mole briny herds strode
Maples Class Autumn 2	Jack and the Beanstalk	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	• Sequencing the story • Developing awareness of the wants of a character	title author wealth pity

		• Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	butcher widow seize pleaded disguised market exchange a night's lodging
Maple Class Autumn 2	Goldilocks and the Three Bears	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author porridge just right
Maple Class Autumn 2	Usborne – The Christmas Story	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author taxes knelt guard wise inn manager carpenter expecting
Maple Class Spring 1	Six Dinner Sid -Inga Moore	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb neighbours owners swanky
Maple Class Spring 1	Discover and Share Animal Homes	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	non-fiction information glossary contents anemones camouflaged colony

		• Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Spring 1	Rumble in the Jungle Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author poet poem predict blurb poem rhyme rumble rustling ravenous
Maple Class Spring 1	Gorilla - Anthony Browne	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb tingling parcel primates
Maple Class Spring 1	Duck in the Truck Jez Alborough	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author predict character sequence blurb track rear strain
Maple Class Spring 2	Captain Duck - -Jez Alborough	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done.	title author predict blurb character sequence compare moored shore restless

		• Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Points of View – Consider author's choices, summarise and predict.	• Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Spring 2	Sea Rescue Deborah Chancellor (Non-fiction)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents crew rescue emergency
Maple Class Spring 2	On Your Bike – Chris Hoy	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	the Olympics maintenance kit non-fiction information glossary contents
Maple Class Spring 2	The Hundred Decker Bus – Mike Smith	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	deck route sailors title author predict blurb characters
Maple Class Spring 2	Transport Poems - - John Foster	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	title author poet predict blurb poem rhyme distant below flicker

				With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 1	The Tiny Seed – Eric Carle	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	desert ocean sways title author predict blurb order sequence
Maple Class Summer 1	The Secret Path -Nick Butterworth	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	delight carved chuckled character characteristics title blub
Maple Class Summer 1	Katie Morag - -Mairi Hedderwick	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	sobbing barrel trundling title blurb characters Scotland island mail Granny cutting a tooth
Maple Class Summer 1	The Gigantic Turnip - Aleksei Tolstoy	**Y1 Reading – comprehension** • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read.	

				• With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 1	Oliver's Vegetables	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 2	Mouse's Big Day	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 2	The Leaf Thief	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 2	The Three Horrid Pigs	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	

Maple Class Summer 2	In Every House	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 2	Tidy	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Summer 2	Plants	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
<mark>**SYCAMORE CLASS**</mark>					
Sycamore Class Autumn 1	The Worst Witch - Jill Murphy	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read.	Appalling Conduct Entire Humbly Uproar

		• Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences. •	
Sycamore Class Autumn 1	Mr Majeika - Humphrey Carpenter	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. • **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered Tailed off Faintly
Sycamore Class Autumn 1	Mountains – Ruth Thompson	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. • **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Steep Peak Quarter Range Magma Crust Erupts Formed Crater Lava Glaciers
Sycamore Class Autumn 1	The Minpins - Roald Dahl	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text.	Hesitated Blotting out Shafts Absolute Ventured Everlasting

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. • **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Gloom and doom Fearsome
Sycamore Class Autumn 1	Animal Conflict 1 – Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. • **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Defending Warnings Rear up Conflict Rivals Slash Predators Defend Bares Antelope Gazelle Poisonous
Sycamore Class Autumn1	Animal Conflicts 2 – Steve Parker	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. • **Compare-** Make links between the books and texts they have	Venom Threatening Poisonous Venomous Dangerous Sprays Spits Creatures Tolerance Protected Strikes

		Participate in discussion about books, taking turns and listening to others.		read, pointing out similarities and differences.	
Sycamore Class Autumn 2	Peter Rabbit	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry) Implored Sobs Sparrows Exert
Sycamore Class Autumn 2	How is Chocolate Made?	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Cocoa Rugby balls Peapod Harvested Ferment Fermentation Distinctive Mould Ground Factory Liquor Blended Tempering Quantities Conch Conching Grinders Particular Texture
Sycamore Class Autumn 2	The Pudding Like a Night on the Sea – Ann Cameron	**Y3 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.	Guarded Raft Rag Craters

		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Autumn 2	Are you Wasting Good Food? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Households Edible Tonnes Wheelie bins Sell-by date Loaves Entirely Limp Sprout Picky eater Landfill sites Decaying
Sycamore Class Autumn 2	The Night Before Christmas 1 - Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	'Twas Stirring Stockings Chimney Nestled Visions Snug 'Kerchief Arose Clatter Sash (window) Breast Lustre Miniature Lively Rapid Coursers Obstacle Porch Dash away Hurricane Prancing Pawing Twinkling Hoof

Sycamore Class Autumn 2	The Night Before Christmas 2 - Clement C Moore	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bound Tarnished Ashes Soot Flung Pedlar Dimples Droll Drawn up Stump Encircled Wreath Broad Plump In spite of Jerk Thistle Exclaim
Sycamore Class Spring 1	Man Meets Metal Bronze Age - Richard Platt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Beakers Blades Impressed Copper Tin Pottery Archaeologists Fine (nice) Miraculous Common Foreigners Rare Precious Centuries Replaced
Sycamore Class Spring 1	Man Meets Metal Iron Age - Richard Platt	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Spring 1	The Ice Dragons - Eric Finney	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Polar Icicles Glassy Spire Eerie Endless Bleak Neath Domes Everlasting Tale Arctic circle
Sycamore Class Spring 1	How to Train Your Dragon 1 - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Admittedly Tradition Dramatically Suffering Scallops Bellowed Lesser Hawks Tame Solemnly Initiation Courage Scenic Loomed Sinister Swarmed Cacophony Hibernating Ominous Rumble

Sycamore Class Spring 1	How to Train Your Dragon 2 - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Mindless Thug Hooligan Coward Despite Perilously Clammy Claustrophic Squirming Flares Stench Unbearable Cavern Draped Unison Penetrate Churning Bowels Pulse countless
Sycamore Class Spring 2	Charlotte's Web – EB White	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Apple-blossom Grunt Peer Poke Snout Relieved Carriage (doll's)
Sycamore Class Spring 2	Stuart Little – EB White	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Astonished Especially Stooping Perspiration Inconvenience Particularly Stationing

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	emerge
Sycamore Class Spring 2	Letting in the Light – Elizabeth Lindsay	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Wrap Fur Wobble Resting Soon Spin Tumble Specks Paws
Sycamore Class Spring 2	Guide to Bogarts, Bunyips and other Beasts - Silas Greenshield	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Lumber Brute Cunning Lurk Mountainous Alert Landscapes Hurl Fooled Especially Traveller Ambush Burrows Precious

		- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Mayhem
Sycamore Class Spring 2	My Shadow	Y4 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Shadow Proper India-rubber Notion Ought Fool Coward nurse Rose Dew Buttercup Lazy Arrant Sleepy-head
Sycamore Class Summer 1	Magnetism	Y3 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read,	Iron Cobalt Nickel Interact Force field Barrier Repel

		• Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		pointing out similarities and differences.	
Sycamore Class Summer 1	Senses	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Enclosed Skull Constantly Internal React Direct Upright Awareness Relate Mechanism
Sycamore Class Summer 1	Fidgit Spinners	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Gadgets Bearing Range Vibration Stainless steel Brass Ceramics Titanium Inventor Patented Renewed Versions ADHD Distraction Hazard Fine motor skills
Sycamore Class Summer 1	The Nightmare Man – Pie Corbett	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Delay Plunging Jet Adjusted Vague Hobbled Peering Billowing Grumbled

		Y4 Reading Comprehension			
		• Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Distant casting
Sycamore Class Summer 1	Biography of Ariana Grande	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Relocate Passion Theatre Cast Role Orchestra Tour Charitable contributions Cosmetics Victims
Sycamore Class Summer 1	Biography of Ed Sheran	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Guitarist Songwriter Record producer Composer Venue Audition Studio Simultaneously Debut Single Set Performance Popular

		- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Headlined
Sycamore Class Summer 2	The Sound Collector - Roger McGough	Y4 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Stranger Purring Marmalade Scraping Drumming Windowpane Gurgle
Sycamore Class Summer 2	The Scarecrow and his Servant 1 - Philip Pullman	Y4 Reading Comprehension - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books - Read books that are structured in different ways and reading for a range of purposes - Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, structure, and presentation contribute to meaning	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Troublesome Rheumatism Raven Springs Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered

		• Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.		**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Summer 2	The Scarecrow and his Servant 2 - Philip Pullman	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Sheltering Rich voice Sonorous Knobbly Broad Tattered Singed Threadbare Obliged Daintily Stout
Sycamore Class Summer 2	The Wizard – Gervase Phinn	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gaunt Fort Glower Granite Deed Transform Summon Conjure Swathed eerie

		Y4 Reading Comprehension	Text and Talk / Word Detectives / Thinking Caps / Building Blocks / Points of View	Meaning / Infer / Predict / Retrieve / Summarise / Evaluate / Compare / Structure and Presentation	Vocabulary
Sycamore Class Summer	Rosa Parkes – Kate Ruttle	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Segregation African American Section Refuse Arrest Fine Threaten Protest Campaign Inspire Civil rights movement
Sycamore Class Sumer 2	Mary Seacole – Kate Ruttle	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Nurse Hospital Wound Soldier Overcrowded Battlefield Medicine Treatment
BEECH CLASS					
Beech Class Autumn 1	The Demon Headmaster – Gillian Cross	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or	Figure, moment, baffled, reflection, prim,

		• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly, determined, curling
Beech Class Autumn 1	Granny – Anthony Horowitz	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Theft Victim Dozed off It'th a scandal Ferocious Alsatian Angular Drooling Pads Gestured Peered Rapidly decomposing
Beech Class Autumn 1	The Mighty Monster Afang - – William Elliot Griffis	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Bog Iron-clad Scales Arwour Bulged Ridge Tough hide Hurled Javelins

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Leeks Straggling Jackass Squashes Slobbered Devoured Calves Ravenously Lair Maidens
Beech Class Autumn 1	Mikael Saves the Day	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Coach Instinctively Averted Swerving Steering Halt Hazard Presence of mind Suspected
Beech Class Autumn 2	Crime Solvers – Kate Ruttle	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Vibrating Displeased Reluctantly Permission Aroma Mingled Annual Squirming Headquarters Suspicious Roaming Limping Brim

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	How to Design the World's Best Rollercoaster – Getting Started – Paul Mason	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Plunge Top-ranked Let your imagination rip Must-ride list Train survey
Beech Class Autumn 2	Which Witch? Eva Ibbotson	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative	puzzled Persian frieze vultures desolate sprawling relentlessly blighting smiting wuthering battlements brimstone

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 2	Charles Darwin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Theory Evolution Reluctant Controversial Offspring Characteristics Species Evolves Polluted
Beech Class Autumn 2	Darwin's Dragons - Lindsay Galvin	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Studious Buccaneer Ponderous Master Knapsacks Downpour

		• Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 2	World War 1: A Young Boy's Story - Stewart Ross	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Infantry Front Lines Colleagues Veterans Gaunt Conspiracy Optimistic Cynical
Beech Class Spring 1	The Fisherman and his Soul - – Oscar Wilde	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	

Beech Class Spring 1	Extract from Holes 1 - Louis Sachar	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Wasteland Shrivelled Ninety-five degrees forbidden Warden
Beech Class Spring 1	Extract from Holes 2 - Louis Sachar	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Stewed Scarcity Sneakers Innocent Evidence
Beech Class Spring 1	Adrenalin Rush	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or	Hazards Disorientated Manmade Dehydrated Glacier

		- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 1	The Silver Sword – Ian Serralier	Y6 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Conflict Nazi Prison Camp Hilt Grubby Indifferent Condition
Beech Class Spring 1	Great Expectations – Charles Dickens	Y5 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Marshes Disagreeable dykes Cravat Awaked Condolences Clerical air Obstinately Accusatory manner

		• Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Blubbered Flourish riveted Battery 'pretence regularly bound Have such larks Stakes
Beech Class Spring 2	The Astounding Broccoli Boy - Frank Cottrell Boyce	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Mutation Radioactive Inexplicable Handkerchief Chugging Reservoirs
Beech Class Spring 2	The Bubble Boy - Stewart Foster Zero	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Threatening Monitors Humidity Air Purity Sensors Faintly Vacuum-sealed Dissertation Transition Zone Blur Window sill

		• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 2	Thursday's Child The Village School - Noel Streatfield	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Spring 2	The Bully Asleep - – John Walsh	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	**Text and Talk** – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. **Word Detectives** –Information retrieval using skimming and scanning skills. **Thinking Caps** – Inference skills – learning to read between the lines. **Building Blocks** – Explain views and give evidence using the text. **Points of View** – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative	Bully Scent Timidly Tearful

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 2	Mehy and the Great Pyramid - – Nicolas Brasch	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pharaoh Auspicious Mammoth Mr Versatile Limestone Granite
Beech Class Summer 1	The Winged Horse	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure	Swooping Headlong Capering Flickered Whinnied Scrambled

		Y6 Reading Comprehension			
				and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Into the Labyrinth Benjamin Hume-Cross	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Theseus Slew Inaction Labyrinth Appointed Vessel Dreading
Beech Class Summer 1	Crete Land of Legends – Becca Heddle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Excavations Hieroglyphic Deciphering Settlement Civilisation
Beech Class Summer 1	I am Malala - Malala Yousafzai	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have	Extract Campaigned Stench Terrorists Tailboard

		- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Orange's in No Man's Land - – Elizabeth Laird	Y6 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Beirut Opposite Amazement Gaping holes Magnificent
Beech Class Summer 1	Who are Refugees and Migrants? Michael Rosen and Annemarie Young	Y6 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and	Refugee Migrant Persecution

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	There's a Boy in the Girl's Bathroom – Louis Sachar	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Mumbled Awkwardly Distorted Smile Recess
Beech Class Summer 2	Inca Legends	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative	Spanish Conquest Intensive Inca Quipa Barbarism Empire Agriculture Founded

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	3 Days Hiking in Colca Canyon – Sylvie Golec	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Colca Canyon Tour Company Hike Hostels Glimpse Smushed
Beech Class Summer 2	Leavers' Speech	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure	Budged Miraculously Confidence

| | | Provide reasoned justifications for their views. | | and presentation contribute to the meaning of a text. | |

YEAR E (2026-2027)

Subject – READING MASTERS LEARNING SEQUENCE

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

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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows Class Summer 1	The Tiger Who Came to Tea - Judith Kerr	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict grocer buns supper
Willows Class Summer 1	Lion Inside	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	

Willows Class Summer 1	Perfect Pets	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	non-fiction information glossary contents loyal prey sheds
Willows Class Summer 1	The Gruffalo - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author illustrator blurb character rhyme knobbly jaw tusk
Willows Class Summer 2	Oliver's Fruit Salad	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. • <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	The Day The Crayons quit	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	

				• Points of View – Consider author's choices, summarise and predict.	
Willows Class Summer 2	The Snail and the Whale - Julia Donaldson	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. • Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb rhyme gaze dock flock
Willows Class Summer 2	Jessie the Jellyfish - Laurie Newman	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	rotting trash tentacles frothy Hoomans plaiting character author rhyme environment responsible
Willows Class Summer 2	Commotion in the Ocean - Giles Andreae (Poetry)	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. • Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Willows Class Summer 2	Sally and the Limpet - Simon James	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	

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

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Autumn 1	Willie Whiskers - Margaret Gordon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Skirting board Larder Crumbs
Maple Class Autumn 1	Like an Animal - Joan Poulson	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Pretend Fierce Patterned Bound Leap

		- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	
Maple Class Autumn 1	Big Cat, Little Cat – Lisa Regan	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tearing Nap Wild Knives
Maple Class Autumn 1	The Continents	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Continent Permanently Countries Scientists Grouped

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Autumn 2	Alice in Wonderland – Lewis Carroll	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dormouse March Hare Elbows Suppose Uncomfortable Plenty Arm-chair
Maple Class Autumn 2	The Mystery of the Green Lady – Helen Moss	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dungeon Ghost Peeped Keyhole Dimly Lit Lantern Velvet Cloak

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.		Knelt Swirled Glinted Sword Disappeared Trembled Creaked Bought
Maple Class Autumn 2	There's No Such Thing as a Dragon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	
Maple Class Autumn 2	Something Else – Kathryn Cave	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Belong Brought

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Autumn 2	The Snowman – Wes Magee	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Stacked snowballs Dearly Block Shrinks Warmth Reclaimed Grave Damp
Maple Class Autumn 2	The Killer Cat's Christmas – Anne Fine	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Explain Festival Tempting Dangly Decorations Glorious Glittering Garage tinsel

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		Strands Usual
Maple Class Spring 1	Choosing Materials	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Materials Properties Describe Waterproof Travels
Maple Class Spring 1	Making Bread – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Dough Amounts Flour Ingredients Loaf Sachet Yeast Olive oil Knead

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.		Mound Greased Measure
Maple Class Spring 1	The City Farm – Brian Moses	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Goats Ducks Goose Knees Alarm Although Gaze Decided Spread Sow Sneak Honked
Maple Class Spring 1	The Fox and the lion – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cunning Encourage Visitors Weak Enough Notice

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.		
Maple Class Spring 1	The Fox and the Cockerel – Kate Ruttle	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Cockerel Roosting Settled Crowed Politely Harm Suspicious Celebrate Peered Distance Perhaps Clucked Certainly
Maple Class Spring 1	Mice – Rose Fyleman	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Chins Nibble

		- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Spring 2	Here to Help – Police – Rachel Blount	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Crime Officers Usually Protect Vehicles Patrol Respond Victims Statements Markings Siren
Maple Class Spring 2	Here to Help – Firefighter - Rachel Blount	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Emergency Bleeper Commander Trapped Rolled Scene Accident Siren Aside

		- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		Restaurant Apparatus
Maple Class Spring 2	Twinkle, Twinkle Little Star - Jane Taylor, Anon, Lewis Carroll	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twinkle Rusty Choke Starter Tea-tray Wonder
Maple Class Spring 2	Little Miss Muffet	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tuffet Curds Whey Frightened Chapattis

		- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	
Maple Class Spring 2	Planting Bulbs – Kate Ruttle	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Discussing and clarifying the meanings of words, linking new meaning to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what may happen on the basis of what has been read so far - Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Noticed Contain Appear Autumn Bulbs Facing Pointy Sprout Lollipop
Maple Class Summer 1	Seas and Oceans – Izzi Howell	Y2 Reading – comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. - Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Three-quarters Surface Lake Connected Several Coastline Pebbles

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Summer 1	Eruption – Anita Ganeri	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Eruption Lava Melted Solid Erupt Volcano
Maple Class Summer 1	A Walk from our Island School – Deborah Chancellor	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Tobermory Isle of Mull Exploring Surrounded Important Pier Tackle Wicker Shellfish

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.		Explains Creels Harbour Ferry Terminal Tourist Centre Coastal path Coastline
Maple Class Summer 1	The Island of Serpents – Linda Chapman	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Island Mermaids Drown Yawn Block Earphones Tide Shivered
Maple Class Summer 1	George and the Dragon – Chris Wormell	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Valley Fiery Breath Castle Sweep Monstrous Fierce

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Summer 1	Penguins - – Ione Branton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Southern hemisphere Flightless Antarctica Emperor African Australia Types Expert Incredible Miles per hour Breeding Season Young Hatches Snuggle Flippers Steer
Maple Class Summer 1	Sophie's Snail - Dick King-Smith	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twins Exactly Slightest Seriously Couple Sticky Muscle Loads

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.		
Maple Class Summer 2	All the Way to Toy Town – Enid Blyton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Hooter Lamps Pedals Tremendous Pace Shan't Pedalling Ripe Hooted Wrong Handkerchief
Maple Class Summer 2	Wind in The Willows) – Kenneth Grahame	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Toad Announced Convince Dangerous Shiny Flung Splendid Dragged Study

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.		Irresponsible Wriggled Writhed Reason Confiscated Drainpipe Screech Roaring
Maple Class Summer 2	Dilly's Sports Day Tony Bradman	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Forehead Temperature Stomach Winked Course not Hurt
Maple Class Summer 2	What Was London Like Before The Great Fire of London? – Kate Ruttle	<u>Y2 Reading – comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	City Parliament Westminster Thames Southwark Waste Merchants trading brought

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	
Maple Class Summer 2	What Was London Like After the Great Fire of London? – Kate Ruttle	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Almost Ashes Destroyed Escape Begged Government Instead Fields
SYCAMORE CLASS					
Sycamore Class Autumn 1	New School	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text.	Skits Headmaster

			• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Autumn 1	New Beginnings - Joanna Benecke	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Prepared Clutched Paused Continent Sniggered Giggled Determined Wondered Journey
Sycamore Class Autumn 1	The Lion, The Witch and the Wardrobe 1 - – C S Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Several Immediately Foolish Oneself Woodwork Mothballs Stooping Powdery Queer Inches Ought

Participate in discussion about books, taking turns and listening to others.

Sycamore Class Autumn 1	The Lion, the Witch and the Wardrobe 2 – C S Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Inquisitive Pitter patter Glossy Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me Exclaimed
Sycamore Class Autumn 1	The Lion, the Witch and the Wardrobe 3 – C S Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Spires Shone Sorcerers Shivered Arch Iron Crept Figures Fierce Shaggy Raised Instantly Bristling Trembling Majesty
Sycamore Class Autumn 2	Hot Food - Michael Rosen	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Whooph whooph Stuffs Puffs Yells Bobs Flaps

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	
Sycamore Class Autumn 2	Would You Eat Less Than Perfect Fruit and Vegetables? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Currently Tonnes Edible Slightly Cruise liner Particular Instead Perfectly Heaps Ploughs Harvest Blemished Rely Orchards Reducing Solution
Sycamore Class Autumn 2	How We Celebrate Christmas	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend
Sycamore Class Autumn 2	Christmas Celebrations Through Time	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Evergreen Symbolised Dreary Extravagant Delicacies Medicinal

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

		Participate in discussion about books, taking turns and listening to others.			
Sycamore Class Spring 1	The Firework Maker's Daughter 3 - Philip Pullman Chapter 5	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Harsh Barren Cavern Gloomy Grotto Imp Swarmed Dash Anvil Rhythm Toiled Blazed Plunged Sulphur Smothered scorching
Sycamore Class Spring 1	Animal Migrations 1 – Camilla de la Bedoyere	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves Depart
Sycamore Class Spring 1	Animal Migrations 2 – Camilla de la Bedoyere	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Route Globe-trotters Prevailing winds Skimming Plunge Crustaceans Vast Swarms Breeding sites Stop-over

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Spring 2	The World – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest
Sycamore Class Spring 2	The United Kingdom – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Countries Southern Parliament Laws Capital city Welsh Gaelic Cornish Cities Forests Coasts
Sycamore Class Spring 2	Hunting Volcanoes – Hawys Morgan	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Scientist Test tube Volcanologist Fieldwork Erupt Lava

		Y4 Reading Comprehension			
		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Abseil Lava bomb Toxic Inactive
Sycamore Class Spring 2	Humpback Whales	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Haunting Inquisitive Endangered Distinctive Knobbly Pectoral fin Mammal Migrate Crustacean Acrobatic Observed Predator
Sycamore Class Spring 2	Icelandic Saga Island Elves, Trolls and Monsters	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard

		Y4 Reading Comprehension			
		Participate in discussion about books, taking turns and listening to others.			
Sycamore Class Summer 1	The Romans	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Empire Belief City Country Tunic Toga Stola Bulla Lunala Chariot Gladiator
Sycamore Class Summer 1	Roman Diary 1 - – Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Slave Baths Cruel Reputation Palace Aqueduct Mistress Litter Subligari Mamillares Caldarium Revolt
Sycamore Class Summer 1	Roman Diary 2 – Richard Platt	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Household Triumph Tossed Sulk Flocked Spectacle Sedan chairs Senators Dignitaries Em,peror Laurel Bearers Floats Procession

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	awaits
Sycamore Class Summer 1	Boudicca	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Ancient Queen Invade Noble Auburn Recount Intimidate Fierce Harsh Stern King Iceni Revolt Wealthy Latin Empire Parchment Scholar Poison Contract Fatal
Sycamore Class Summer 1	` Stonehenge	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
Sycamore Class Summer 2	Glitter Gladiator 1 - Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Quaking Weasel Portcullis Unfurled Fearless Approval

		• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Spears Rooted Lumbered Filmed Agility Slugged Cowering
Sycamore Class Summer 2	Glitter Gladiator 2 - Ciaran Murtagh	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gladiator Punishment Burly Centurion Dejected Colosseum Emperor Shriek Stalking Menacingly Prey Bellow Glinted Prowl Lithe Crept
Sycamore Class Summer 2	Then and Now – Rob Alcroft	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Riches Adventures Knowledge Exploration Expedition Exotic Risky Landmark Archaeologist relic

		Participate in discussion about books, taking turns and listening to others.			
Sycamore Class Summer 2	The Great Storm 1 - – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Orkney Soared Shores Whipped Sweeping Huddled Crest Shoal Scattered Curving Lumpen Shivering Snare Swooped Snatched Glimpse Rage Supper
Sycamore Class Summer 2	The Great Storm 2 & 3- – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Passages Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
Beech Class Autumn 1	Beowulf, Grendel and the Dragon – Mick Gower	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them.	Spear Shafts Polish Fought Jewelled throne

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Points of View – Consider author's choices, summarise and predict.	Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Autumn 1	Skellig – David Almond	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Glared Outstretched Shallow Trembling Thundering Glared Echoing Shuddering Pitch Uncertain Silvery Halted Din Cheeping guided
Beech Class Autumn 1	The Little White Horse – Elizabeth Goudge	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Desolate Quarry Strewn Stagnant Sheer Crowning Foursquare Boulders Thickets Bramble Swerved Battlements

		Y5 Reading Comprehension	Text and Talk / Word Detectives / Thinking Caps / Building Blocks / Points of View	Skills	Vocabulary

| | | | Distinguish between statements of fact and opinion
• Retrieve, record and present information from non-fiction
• Participate in discussions building on their own and others' ideas and challenging views courteously
Provide reasoned justifications for their views. | | | |

Beech Class Autumn 1 | Oliver Twist – Charles Dickens | **Y5 Reading Comprehension**
• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books
• Read books that are structured in different ways and reading for a range of purposes
• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context
• Asking questions to improve their understanding
• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• Predicting what might happen from details stated and implied
• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
• Identifying how language, structure and presentation contribute to meaning
• Discuss and evaluate how authors use language, including figurative considering impact on the reader
• Distinguish between statements of fact and opinion
• Retrieve, record and present information from non-fiction
• Participate in discussions building on their own and others' ideas and challenging views courteously
Provide reasoned justifications for their views. | <u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.

<u>Word Detectives</u> –Information retrieval using skimming and scanning skills.

<u>Thinking Caps</u> – Inference skills – learning to read between the lines.

<u>Building Blocks</u> – Explain views and give evidence using the text.

<u>Points of View</u> – Consider author's choices, summarise and predict. | **Meaning -** Use a range of strategies to work out most unfamiliar words.
Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.
Predict - Predict what might happen in increasingly complex texts using evidence from the text.
Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts.
Summarise- Summarise what has happened in a text, using themes from paragraphs to help them.
Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader.
Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.
Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning. | Copper
Ladeled
Gruel
Composition
Porridger
Ounces
Eager
Composed
Devoured
Assiduously
Voracious
Companions
Per diem
Council
Lots
Pauper
Long grace
Short commons
Reckless
Advancing
Alarmed
Temerity
Stupefied
Rebel
Paralysed
Pinioned
Shrieked
beadle |

Beech Class Autumn 1 | Concrete Mixers - Patricia Hubble (poetry) | **Y5 Reading Comprehension**
• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books
• Read books that are structured in different ways and reading for a range of purposes
• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context
• Asking questions to improve their understanding
• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• Predicting what might happen from details stated and implied
• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
• Identifying how language, structure and presentation contribute to meaning
• Discuss and evaluate how authors use language, including figurative considering impact on the reader
• Distinguish between statements of fact and opinion
• Retrieve, record and present information from non-fiction
• Participate in discussions building on their own and others' ideas and challenging views courteously
Provide reasoned justifications for their views. | <u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.

<u>Word Detectives</u> –Information retrieval using skimming and scanning skills.

<u>Thinking Caps</u> – Inference skills – learning to read between the lines.

<u>Building Blocks</u> – Explain views and give evidence using the text.

<u>Points of View</u> – Consider author's choices, summarise and predict. | **Meaning -** Use a range of strategies to work out most unfamiliar words.
Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.
Predict - Predict what might happen in increasingly complex texts using evidence from the text.
Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts.
Summarise- Summarise what has happened in a text, using themes from paragraphs to help them.
Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader.
Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.
Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning. | Concrete
Elephant
tenders
Ponderous
Perch
Mahouts
Trough
Bulging
Urban |

		Y5 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	Meaning	
Beech Class Autumn 1	The Solid Truth about States of Matter - – Agnieszka Biskup	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Molecules Atoms matter microscope mass gravity structure sodium Chlorine Neutron invisible physics
Beech Class Autumn 2	How to Design the World's Best Rollercoaster - – Wood v Steel – Paul Mason	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	steel unusual character renewable decision accuracy assembled flex sway recycled extreme sheer
Beech Class Autumn 2	Stig of the Dump – Clive King	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Peered Elder bushes Clutching Creepers

		- Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
<u>Beech Class Autumn 2</u>	The Explorer 1 - Katherine Rundell	<u>Y6 Reading Comprehension</u> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Grimacing Ferocious Sun Shriek Dashboard Reliable
<u>Beech Class Autumn 2</u>	The Explorer 2 - Katherine Rundell	<u>Y6 Reading Comprehension</u> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Jabbed Bile Quench Shipwreck-roar Haunches

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 2	The Frog and the Condor	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Andes Mountains bemoaned gave her distance Voracious appetite A marvel to behold Resumed
Beech Class Spring 1	Itch – Simon Mayo	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Multi-stained Pockmarked Bore testament Unconscious Astute shrugged Gingerly Marvelled big Inch Straggly Sooty Smudge vigorous

Beech Class Spring 1	Victorious Vikings	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve -** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Resources Lucrative Permanently Practical Raided Pillaged Imported Integrated Merging Ceremony Monastery manuscript
Beech Class Spring 1	Boudicca, Bringer of Victory – Kate Ruttle	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Icini People Outraged Heritage Slave Market Camulodunum Shrieking cacophony
Beech Class Spring 1	Mayan Mystery – Nick Hunter	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Pored Sacrifices Atlantis Foreseen Devastating Evidence

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 1	Who are Refugees and Migrants - Muzoon Almellahan	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Democracy Refugees Intensified Reality Scarce
Beech Class Spring 2	The Railway Children - – E Nesbit	<u>Y6 Reading Comprehension</u> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Model Engine Charm Inexperience Afflicted Despaired Unselfishness Brazing

		- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Spring 2	A Super Sleuth's Manual 1 - – Jillian Powell	**Y6 Reading Comprehension** - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Investigation Witnesses A-List Distinguished Alibi Transcripts Suspicious Accountant
Beech Class Spring 2	A Super Sleuth's Manual 2 - – Jillian Powell	**Y6 Reading Comprehension** - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor

		Y6 Reading Comprehension	Text and Talk / Skills	Meaning / Content Domain	Vocabulary

Beech Class Spring 2	The Highland Falcon Thief 1 by M G Leonard and Sam Sedgman	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Assignment Reluctant Kraken Spouted Livery Tender Vapour
Beech Class Spring 2	The Highland Falcon Thief 2 by M G Leonard and Sam Sedgman	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Pheasant Paparazzi Steely Smile Gala Priceless
Beech Class Summer 1	The Peculiar Peggs - Samuel J Halpin	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Slate-grey Inquisitive Hair Corduroy Spitefully Creative Mood Chugged Compact Mirror Eaves

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Panda	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Mysterious Fir Trees Maturity Hibernate Territory Reserves
Beech Class Summer 1	Life Explosion – Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences.	Theory Evolution Reluctant Controversial Object to Adapt Predators Equipped Offspring Characteristics Over many generations Species Evolves Agility It was hailed Commonly held belief

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Polluted Extinct
Beech Class Summer 1	The First Hominids – Kate Ruttle	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Hominids Plentiful Jointed Obtained Scavenging
Beech Class Summer 1	Deep Sea	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Extract Mesopelagic Photosynthesis Camouflage Prey Functions Predict Monitor Extreme Organisms Colony Hydrothermal vents Fissures Emit Expeditions Submersible

Beech Class Summer 2	Shine	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	All Summer in a Day - – Ray Bradbury	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Intermixed Compounded Crushed Civilisation
Beech Class Summer 2	Cosmic - Frank Cottrell Boyce	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Limping Frost-stiffened Rivulet Crag Ripple Ring

		• Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	Pig Heart Boy 1 - Malorie Blackman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Thunderous Inhaled Get it in the neck Sidled Emerged
Beech Class Summer 2	Pig Heart Boy 2 - Malorie Blackman	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.	Bit back Added quickly Heart transplant Ways of digging and digging until- Turned away

		- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.		**Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	
Beech Class Summer 2	Pig Heart Boy 3 - Malorie Blackman	Y5 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Medical history Controversy Eminent Surgeon Immunologist Pioneering techniques Rejection Deliberation