

# 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

- 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

## Communication and Language (Speaking)

- Participate in small group, class and oneto-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.

#### Literacy (Comprehension)

- 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, nonfiction, rhymes and poems and during role-play

#### Literacy (Word Reading)

- 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.

# <u>Personal, Social and Emotional Development</u> (Managing Self)

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

	-forth exchanges v r and peers.	with with modelling and support from their teacher.			
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

Willows	Funnybones	V1 Panding comprehension	Toyt and Talk   Understand the text and evalure new versitions	- Coguancing the star:	title
Class	Pet Shop-	<ul> <li>Y1 Reading – comprehension</li> <li>Listen to and discuss a wide range of stories at a level beyond that</li> </ul>	Text and Talk – Understand the text and explore new vocabulary.  Read and talk through text considering the audience and purpose.	Sequencing the story      Developing superpose of the wents of a	author
Autumn 1	Allan Ahlberg		Read and talk through text considering the addience and purpose.	Developing awareness of the wants of a	cellar
Autumm 1	Alian Aniberg	at which they can read independently	Word Detectives –Information retrieval using skimming and	character	skeleton
		Recognise and join in with predictable phrases	scanning skills.	Check that text makes sense to them, self-	fed up
		Discussing word meanings, linking new meanings to those already	Scanning skills.	correcting any inaccurate reading.	
		known	Thinking Cone Informed skills I learning to read between the	Answer questions and make some	bandy legs
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the lines.	inferences about what is being said and	baldy
		and vocabulary provided by the teacher	lines.	done.	four eyes
		<ul> <li>Discussing the significance of the title and events.</li> </ul>	Duilding Blocks - Evalois views and sive evidence vains the text	<ul> <li>Explain what has happened so far in what</li> </ul>	
		<ul> <li>Making inferences on the basis of what is being said and done</li> </ul>	Building Blocks – Explain views and give evidence using the text.	they have read.	
		<ul> <li>Participate in discussion about what is read to them, taking turns</li> </ul>	Doints of View Consider outher's chaines summeries and	<ul> <li>With support, be able to talk about what</li> </ul>	
		and listening to what others say.	Points of View – Consider author's choices, summarise and predict.	might happen next, based on what they have	
		Explain clearly their understanding of what is read to them.	· · · · · · · · · · · · · · · · · · ·	read.	
Willows	Mouse's Big	Y1 Reading – comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary.	Sequencing the story	
Class	Day-Lydia	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	<ul> <li>Developing awareness of the wants of a</li> </ul>	
Autumn 1	Monks	at which they can read independently		character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them, self-</li> </ul>	
		Discussing word meanings, linking new meanings to those already	scanning skills.	correcting any inaccurate reading.	
		known		Answer questions and make some	
		Drawing on what they already know or on background information	<u>Thinking Caps</u> – Inference skills – learning to read between the	inferences about what is being said and	
		and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.		<ul> <li>Explain what has happened so far in what</li> </ul>	
		Making inferences on the basis of what is being said and done	<u>Building Blocks</u> – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns		<ul> <li>With support, be able to talk about what</li> </ul>	
		and listening to what others say.	<u>Points of View</u> – Consider author's choices, summarise and predict.	might happen next, based on what they have	
		Explain clearly their understanding of what is read to them.		read.	
Willows	Billy Goat	Y1 Reading – comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary.	Sequencing the story	title
Class	Gruff	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	author
Autumn 1		at which they can read independently		character	meadow
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	Check that text makes sense to them, self-	fierce
		Discussing word meanings, linking new meanings to those already	scanning skills.	correcting any inaccurate reading.	frightened
		known		<ul> <li>Answer questions and make some</li> </ul>	halfway
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	inferences about what is being said and	plank
		and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.		<ul> <li>Explain what has happened so far in what</li> </ul>	
		Making inferences on the basis of what is being said and done	<u>Building Blocks</u> – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns	Deinte of Minne Councider authorise shaires assessment and another	<ul> <li>With support, be able to talk about what</li> </ul>	
		and listening to what others say.	Points of View – Consider author's choices, summarise and predict.	might happen next, based on what they have	
		<ul> <li>Explain clearly their understanding of what is read to them.</li> </ul>		read.	
Willows	The Leaf	Y1 Reading – comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary.	Sequencing the story	
<u>Class</u>	Thief-Alice	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Autumn 2	Hemming	at which they can read independently		character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them, self-</li> </ul>	
		Discussing word meanings, linking new meanings to those already	scanning skills.	correcting any inaccurate reading.	
		known	Thinking Ones, Informer skills, Investor to the Unit of the	<ul> <li>Answer questions and make some</li> </ul>	
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	inferences about what is being said and	
		and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.	Building Blocks – Explain views and give evidence using the text.	Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done	Danding Diocks - Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns	Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what	
		and listening to what others say.	Torne of view Consider author 5 choices, summarise and predict.	might happen next, based on what they have	
18711	T. T.	Explain clearly their understanding of what is read to them.	T. A. S. I.T. II II. I. S.	read.	eta .
Willows	The Three	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	title
Class	Little Pigs-	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	author
		at which they can read independently		character	churn
Autumn 2	Nicola Baxter		Ward Detectives Information retrieval value address in a 1		Accession
Autumn 2	Nicola Baxter	Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	Check that text makes sense to them, self-	turnip
Autumn 2	Nicola Baxter		Word Detectives –Information retrieval using skimming and scanning skills.		turnip roundabout

				,	
		<ul> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	Answer questions and make some inferences about what is being said and done.	
		Making inferences on the basis of what is being said and done     Participate in discussion about what is read to them, taking turns	Building Blocks – Explain views and give evidence using the text.	Explain what has happened so far in what they have read.	
		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	The Three Horrid Little	Y1 Reading – comprehension  Listen to and discuss a wide range of stories at a level beyond that	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	
Autumn 2	Pigs-Liz Pinchon	at which they can read independently  Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	character	
	T IIIOIIOII	Discussing word meanings, linking new meanings to those already	scanning skills.	<ul> <li>Check that text makes sense to them, self- correcting any inaccurate reading.</li> </ul>	
		<ul> <li>brawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	Answer questions and make some inferences about what is being said and done.	
		<ul> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	Building Blocks – Explain views and give evidence using the text.	Explain what has happened so far in what they have read.	
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	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	
		<ul> <li>Explain clearly their understanding of what is read to them.</li> </ul>		read.	
Willows	In Every	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class Autumn 2	House on Every Street-	<ul> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> </ul>	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a character	
	Jess Hitchman	Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to those already	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to them, self- correcting any inaccurate reading.	
		known		Answer questions and make some	
		<ul> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	inferences about what is being said and done.	
		<ul> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	Building Blocks – Explain views and give evidence using the text.	Explain what has happened so far in what they have read.	
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	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	
		<ul> <li>Explain clearly their understanding of what is read to them.</li> </ul>		read.	
Willows Class	The Jolly postman-Allan	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.  Read and talk through text considering the audience and purpose.	Sequencing the story	title author
Autumn 2	Ahlberg	<ul> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> </ul>	Read and talk infought text considering the addience and purpose.	Developing awareness of the wants of a character	traveller's
	, o. g	Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to those already	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to them, self- correcting any inaccurate reading.	cheque occupier
		known	Title Complete to the control of the	<ul> <li>Answer questions and make some</li> </ul>	nervously
		<ul> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<u>Thinking Caps</u> – Inference skills – learning to read between the lines.	inferences about what is being said and done.	postal cackle
		<ul> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	Building Blocks – Explain views and give evidence using the text.	<ul> <li>Explain what has happened so far in what they have read.</li> </ul>	nightingales frock
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	Points of View – Consider author's choices, summarise and	With support, be able to talk about what might happen next, based on what they have	thimble
		<ul> <li>Explain clearly their understanding of what is read to them.</li> </ul>	predict.	read.	
Willows	Usborne-The	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	title
Class	Christmas	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	author
Autumn 2	story	at which they can read independently  Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	character     Check that text makes sense to them, self-	taxes knelt
		Discussing word meanings, linking new meanings to those already	scanning skills.	correcting any inaccurate reading.	guard
		known	Thinking Cong. Informed skills. Issue to read between the	Answer questions and make some	wise
		<ul> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	inferences about what is being said and done.	inn manager
		Discussing the significance of the title and events.	Building Blocks - Explain views and give evidence vising the text	Explain what has happened so far in what	carpenter
		Making inferences on the basis of what is being said and done     Participate in discussion about what is read to them, taking turns	Building Blocks – Explain views and give evidence using the text.	they have read.	expecting
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>			

		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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using 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.	master mistress palace travelling promise refused flock bathed in light
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	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 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text 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.	title author predict blurb neighbours owners swanky
Millows	Little Ded	<ul> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	<ul> <li>Explain what has happened so far in what they have read.</li> <li>With support, be able to talk about what might happen next, based on what they have read.</li> </ul>	441
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

Willows Class Spring 1  Willows Class Spring 1	On your Bike  – Chris Hoy	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.  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.  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.	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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. 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. 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. With support, be able to talk about what might happen next, based on what they have read. With support, be able to talk about what might happen next, based on what they have read.	author predict blurb characters  the Olympics maintenance kit non-fiction information glossary contents  Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary beginning middle end earth earthling
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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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 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	Text and Talk – Understand the 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.	desert ocean sways title author predict

	1	Drowing on what they already know or an hankage and information	Thinking Cong. Informaciability lograting to road between the	- Anguar guartiana and make age-	blurb
		Drawing on what they already know or on background information and vocabulary provided by the teacher	Thinking Caps – Inference skills – learning to read between the lines.	<ul> <li>Answer questions and make some inferences about what is being said and</li> </ul>	order
		Discussing the significance of the title and events.		done.	sequence
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	<ul> <li>Explain what has happened so far in</li> </ul>	-
		Participate in discussion about what is read to them, taking turns	Points of Views Councider and bards about a surrounding	what they have read.	
		and listening to what others say.	Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what	
		Explain clearly their understanding of what is read to them.		might happen next, based on what they have read.	
Willows	Jack and the	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	title
Class	Beanstalk	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	author
Spring 2		at which they can read independently		character	wealth
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them,</li> </ul>	pity
		Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	butcher widow
		<ul> <li>known</li> <li>Drawing on what they already know or on background information</li> </ul>	Thinking Caps – Inference skills – learning to read between the	<ul> <li>Answer questions and make some inferences about what is being said and</li> </ul>	seize
		and vocabulary provided by the teacher	lines.	done.	pleaded
		Discussing the significance of the title and events.		<ul> <li>Explain what has happened so far in what</li> </ul>	disguised
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	market exchange
		Participate in discussion about what is read to them, taking turns	Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what	a night's
	1	<ul> <li>and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	Consider addition of onloses, cummands and product.	might happen next, based on what they have read.	lodging
Willows	Tidy-Emily	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Seguencing the story	
Class	Gravett	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Spring 2		at which they can read independently		character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them,</li> </ul>	
		Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	
		known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	<ul> <li>Answer questions and make some inferences about what is being said and</li> </ul>	
		and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.		Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns	Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what	
		<ul> <li>and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	,	might happen next, based on what they have read.	
Willows	The Gigantic	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class	Turnip	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Spring 2		at which they can read independently		character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them,</li> </ul>	
		Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	
1	1	known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	<ul> <li>Answer questions and make some inferences about what is being said and</li> </ul>	
	1	and vocabulary provided by the teacher	lines.	done.	
	1	Discussing the significance of the title and events.	Publisher Planta - Fundain visuus as 1 st a s 1 t a s 2 t a s 2 t a s	Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	
1	1	Participate in discussion about what is read to them, taking turns     and listening to what others are:	Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what might become next based on what they	
1	1	<ul> <li>and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	and product	might happen next, based on what they have read.	
Willows	Plants (Non-	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class	fiction)	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	<ul> <li>Developing awareness of the wants of a</li> </ul>	
Spring 2	1	at which they can read independently	l <u></u>	character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	Check that text makes sense to them,	
1	1	Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	
1	1	known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	<ul> <li>Answer questions and make some inferences about what is being said and</li> </ul>	
1	1	and vocabulary provided by the teacher	lines.	done.	
1	1	Discussing the significance of the title and events.		Explain what has happened so far in what	
1	1	Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	
	1	Participate in discussion about what is read to them, taking turns     and list arise to the order of th	Points of View – Consider author's choices, summarise and predict.		
	L	and listening to what others say.	- Strice St. 1.5.1. Scholadi datioi d'alicioso, sammando ana product.		

		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	Oliver's Vegetables	Y1 Reading – comprehension  Listen to and discuss a wide range of stories at a level beyond that	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<ul><li>Sequencing the story</li><li>Developing awareness of the wants of a</li></ul>	
Spring 2		at which they can read independently  Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	character  Check that text makes sense to them,	
		Discussing word meanings, linking new meanings to those already known     Drawing on what they already know or on background information	scanning skills.  Thinking Caps – Inference skills – learning to read between the	self-correcting any inaccurate reading.     Answer questions and make some inferences about what is being said and	
		and vocabulary provided by the teacher  Discussing the significance of the title and events.	lines.	done.  Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done     Participate in discussion about what is read to them, taking turns	Building Blocks – Explain views and give evidence using the text.	they have read.  • With support, be able to talk about what	
		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.	might happen next, based on what they have read.	
Willows Class	The Tiger who came to tea-	Y1 Reading – comprehension     Listen to and discuss a wide range of stories at a level beyond that	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<ul><li>Sequencing the story</li><li>Developing awareness of the wants of a</li></ul>	title author
Summer 1	Judith Kerr	at which they can read independently  Recognise and join in with predictable phrases  Discussing word meanings, linking new meanings to those already	Word Detectives –Information retrieval using skimming and scanning skills.	character     Check that text makes sense to them, self-correcting any inaccurate reading.	predict grocer buns
		known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	Answer questions and make some inferences about what is being said and	supper
		<ul> <li>and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> </ul>	lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	done.  Explain what has happened so far in what	
		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 there say.	Points of View – Consider author's choices, summarise and predict.	<ul> <li>they have read.</li> <li>With support, be able to talk about what might happen next, based on what they</li> </ul>	
		<ul><li>and listening to what others say.</li><li>Explain clearly their understanding of what is read to them.</li></ul>	,	have read.	
Willows Class	Lion Inside – Rachel Bright	Y1 Reading – comprehension     Listen to and discuss a wide range of stories at a level beyond that	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<ul><li>Sequencing the story</li><li>Developing awareness of the wants of a</li></ul>	
Summer 1		at which they can read independently  Recognise and join in with predictable phrases  Discussing word meanings, linking new meanings to those already	Word Detectives –Information retrieval using skimming and scanning skills.	character     Check that text makes sense to them, self-correcting any inaccurate reading.	
		known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	Answer questions and make some inferences about what is being said and	
		and vocabulary provided by the teacher  Discussing the significance of the title and events.	lines.	done.  Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done     Participate in discussion about what is read to them, taking turns	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	<ul><li>they have read.</li><li>With support, be able to talk about what</li></ul>	
		<ul> <li>and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>		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	<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	non-fiction information glossary
<u>Gammor 1</u>	.1011 11011011)	Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to those already	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to them, self-correcting any inaccurate reading.	contents
		known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	Answer questions and make some inferences about what is being said and	prey sheds
		and vocabulary provided by the teacher  Discussing the significance of the title and events.	lines. <u>Building Blocks</u> – Explain views and give evidence using the text.	<ul> <li>done.</li> <li>Explain what has happened so far in what they have read.</li> </ul>	
		<ul> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	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	
Willows	The Criffele	Explain clearly their understanding of what is read to them.	Tout and Talk. Understand the text and evaluate new year history	have read.	titlo
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	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
		Recognise and join in with predictable phrases			blurb

		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	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.	

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		Participate in discussion about what is read to them, taking turns	Dainta of Minner Council on a substantial and a	With support, be able to talk about what	
		and listening to what others say.	Points of View – Consider author's choices, summarise and predict.	might happen next, based on what they	
		Explain clearly their understanding of what is read to them.		have read.	
Willows	The Day the	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class	Crayons Quit	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Summer 2		at which they can read independently	West Based as a lateral description of the state of the s	character	
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	<ul> <li>Check that text makes sense to them,</li> </ul>	
		Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	
		known	Thinking Constitution of the second between the	<ul> <li>Answer questions and make some</li> </ul>	
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the lines.	inferences about what is being said and	
		and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.	Building Blocks – Explain views and give evidence using the text.	<ul> <li>Explain what has happened so far in what</li> </ul>	
		Making inferences on the basis of what is being said and done	<u>Building Blocks</u> – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns	Points of View – Consider author's choices, summarise and predict.	<ul> <li>With support, be able to talk about what</li> </ul>	
		and listening to what others say.	Torris or view Odrisider author 3 driologs, summarise and predict.	might happen next, based on what they	
		Explain clearly their understanding of what is read to them.		have read.	
Willows	The Snail and	Y1 Reading – comprehension	<u>Text and Talk</u> – Understand the text and explore new vocabulary.	Sequencing the story	title
Class	the Whale-	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	author
Summer 2	Julia	at which they can read independently	Mand Datastinas Information actional union altimation and	character	predict
	Donaldson	Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to those already.	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to them,	blurb rhyme
		- Discussing word modifyings, initially now modifyings to those directly	Scarring Skins.	self-correcting any inaccurate reading.	gaze
		known  • Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	Answer questions and make some     information should be a solid and	dock
		Drawing on what they already know or on background information and vocabulary provided by the teacher	lines.	inferences about what is being said and done.	flock
		Discussing the significance of the title and events.		Explain what has happened so far in what	
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns		With support, be able to talk about what	
		and listening to what others say.	Points of View – Consider author's choices, summarise and predict.	might happen next, based on what they	
		Explain clearly their understanding of what is read to them.		have read.	
Willows	Jessie the	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	rotting
Class	Jellyfish –	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	trash
Summer 2	Laurie	at which they can read independently	γ · · · · · · · · · · · · · · · · · · ·	character	tentacles
	Newman	Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and	Check that text makes sense to them,	frothy
		Discussing word meanings, linking new meanings to those already	scanning skills.	self-correcting any inaccurate reading.	Hoomans
		known		Answer questions and make some	plaiting
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	inferences about what is being said and	character
		and vocabulary provided by the teacher	lines.	done.	author
		Discussing the significance of the title and events.		<ul> <li>Explain what has happened so far in what</li> </ul>	rhyme
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	environment
		Participate in discussion about what is read to them, taking turns	Points of View – Consider author's choices, summarise and predict.	<ul> <li>With support, be able to talk about what</li> </ul>	responsible
		and listening to what others say.	1 onto or view — consider author's choices, summanse and predict.	might happen next, based on what they	
		Explain clearly their understanding of what is read to them.		have read.	
Willows	Commotion in	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class	the Ocean-	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Summer 2	Giles Andreae	at which they can read independently	Word Detectives Information retrieval using altimating as i	character	
	(Poetry)	Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to them,	
		Discussing word meanings, linking new meanings to those already	Scarring skills.	self-correcting any inaccurate reading.	
		known  Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the	Answer questions and make some inferences about what is being said and	
		Drawing on what they already know or on background information and vocabulary provided by the teacher	lines.	done.	
		Discussing the significance of the title and events.		<ul> <li>Explain what has happened so far in what</li> </ul>	
		Making inferences on the basis of what is being said and done	Building Blocks – Explain views and give evidence using the text.	they have read.	
		Participate in discussion about what is read to them, taking turns		With support, be able to talk about what	
		and listening to what others say.	<u>Points of View</u> – Consider author's choices, summarise and predict.	might happen next, based on what they	
		Explain clearly their understanding of what is read to them.		have read.	
Willows	Sally and the	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary.	Sequencing the story	
Class	Limpet-Simon	Listen to and discuss a wide range of stories at a level beyond that	Read and talk through text considering the audience and purpose.	Developing awareness of the wants of a	
Summer 2	James	at which they can read independently		character	
		Recognise and join in with predictable phrases			
			-	-	

Willows Class Summer 2	Seaside Poems (poetry)	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.   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	scanning skills.  Thinking Caps – In lines.  Building Blocks – E  Points of View – Co  Text and Talk – Ur Read and talk thro  Word Detectives – scanning skills.  Thinking Caps – In lines.  Building Blocks – E	ference skills – learning to read between the explain views and give evidence using the text. consider author's choices, summarise and predict.  Iderstand the text and explore new vocabulary. The audience and purpose. Information retrieval using skimming and ference skills – learning to read between the explain views and give evidence using the text. 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. 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	title poem poets rhyme bobbing breakers guarded squeal site squirm million shingle
		<ul><li>and listening to what others say.</li><li>Explain clearly their understanding of what is read to them.</li></ul>		, ,	have read.	canyon harbour
MAPLE CLAS	<u>s</u>					
Year Group	Rationale for Unit of	Key Content from National Curriculum		Skills/Processes	Essential Knowledge	Vocabulary
Maple Class	Learning Dogger –	Y2 Reading – comprehension		Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina in	
Autumn 1	Shirley Hughes	<ul> <li>Develop pleasure in reading, motivation to read, vocabulary and unders <ul> <li>Listening to, discussing and expressing views about a wide range of coclassic poetry, stories and non-fiction at a level beyond that at which the independently.</li> <li>Discuss the sequence of events in books and how items of information</li> <li>Becoming increasingly familiar with and retelling a wider range of storie traditional tales</li> <li>Being introduced to non-fiction books that are structured in different wa</li> <li>Discussing and clarifying the meanings of words, linking new meaning vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fit that they listen to by:</li> <li>Drawing on what they already know or on background information and provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correctin reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to describe they read for themselves.</li> </ul> </li> </ul>	are related.  are related.  as, fairy stories and  ys to known  luently and those vocabulary g inaccurate	explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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	they read for themselves.  Y2 Reading – comprehension  Develop pleasure in reading, motivation to read, vocabulary and unders  Listening to, discussing and expressing views about a wide range of coclassic poetry, stories and non-fiction at a level beyond that at which the independently.	ntemporary and	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.	Rough and tumbles Tease Awful Chilling Rascal

		<ul> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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

			T =	1	1
		Understand both the books that they can already read accurately and fluently and those that they listen to by:	Points of View – Consider author's choices, summarise and predict.		
		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			
		<ul> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>			
Maple Class	Penguins	Y2 Reading – comprehension	Text and Talk - Understand the text and	Meaning- Demonstrate increasing stamina in	Mammals
Autumn 1		Develop pleasure in reading, motivation to read, vocabulary and understanding by:    Victoring to discussing and expression victor about a wide reage of contemporary and providers.	explore new vocabulary. Read and talk through text considering the audience and	reading age appropriate texts.  Retrieve - Find and copy information from a	Surface Swallow
		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	purpose.	text in response to literal questions.	Instead
		independently.		Summarise- Identify the main theme of a	Lungs
		Discuss the sequence of events in books and how items of information are related.	Word Detectives –Information retrieval using skimming and scanning skills.	paragraph.  Infer- Answer questions and make some	Chew
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	olarining and soaming skills.	inferences with support.	
		Being introduced to non-fiction books that are structured in different ways	Thinking Caps – Inference skills – learning to	Predict - With support, make plausible	
		Discussing and clarifying the meanings of words, linking new meaning to known vocabulary	read between the lines.	predictions about what might happen next and give reasons.	
		Discussing their favourite words and phrases	Building Blocks – Explain views and give	and give reasoner	
		Continuing to build up a repertoire of poems learnt by heart.	evidence using the text.		
		Understand both the books that they can already read accurately and fluently and those	Points of View – Consider author's choices,		
		that they listen to by:  • Drawing on what they already know or on background information and vocabulary	summarise and predict.		
		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.			
Maple Class	The Fox and	Y2 Reading – comprehension	Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina in	Cunning
Autumn 1	the Lion – Kate Ruttle	Develop pleasure in reading, motivation to read, vocabulary and understanding by:     Listening to, discussing and expressing views about a wide range of contemporary and	explore new vocabulary. Read and talk through text considering the audience and	reading age appropriate texts.  Retrieve - Find and copy information from a	Encourage Visitors
		classic poetry, stories and non-fiction at a level beyond that at which they read	purpose.	text in response to literal questions.	Weak
		independently.	Word Detectives –Information retrieval using	Summarise- Identify the main theme of a paragraph.	Enough Notice
		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	skimming and scanning skills.	Infer- Answer questions and make some	Notice
		traditional tales	Title 0 I ( I !! I I !!	inferences with support.	
		Being introduced to non-fiction books that are structured in different ways  Discussion and desirable are assistant forwards likely and a second structured in the second structure.	Thinking Caps – Inference skills – learning to read between the lines.	Predict - With support, make plausible predictions about what might happen next	
		Discussing and clarifying the meanings of words, linking new meaning to known vocabulary		and give reasons.	
		Discussing their favourite words and phrases	Building Blocks – Explain views and give evidence using the text.		
		Continuing to build up a repertoire of poems learnt by heart.	evidence using the text.		
		<ul> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul>	Points of View - Consider author's choices,		
		Drawing on what they already know or on background information and vocabulary	summarise and predict.		
		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  Particular to the properties of the basic of the basic particular to the properties of the prop			
		Predicting what may happen on the basis of what has been read so far			

		<ul> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>			
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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	they read for themselves.  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.	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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.	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	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:	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using 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.	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

		<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	Thinking Caps – Inference skills – learning to 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.	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	Twins Exactly Slightest Seriously Couple Sticky Muscle loads

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		Drawing on what they already know or on background information and vocabulary provided by the teacher	Points of View – Consider author's choices, summarise and predict.		
		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			
Maple Class	Mice – Rose	they read for themselves.  Y2 Reading – comprehension	Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina	Chins
Spring 1	Flyman	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	explore new vocabulary. Read and talk	in reading age appropriate texts.	Nibble
	,	Listening to, discussing and expressing views about a wide range of contemporary and	through text considering the audience and	Retrieve - Find and copy information from	
		classic poetry, stories and non-fiction at a level beyond that at which they read	purpose.	a text in response to literal questions.	
		independently.	Word Detectives Information retrieval using	Summarise- Identify the main theme of a	
		Discuss the sequence of events in books and how items of information are related.	Word Detectives –Information retrieval using skimming and scanning skills.	paragraph. Infer- Answer questions and make some	
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	oraning and southing skills.	inferences with support.	
		Being introduced to non-fiction books that are structured in different ways	Thinking Caps - Inference skills - learning to	Predict - With support, make plausible	
		Discussing and clarifying the meanings of words, linking new meaning to known	read between the lines.	predictions about what might happen next	
		vocabulary	Building Blocks - Explain views and sive	and give reasons.	
		Discussing their favourite words and phrases	Building Blocks – Explain views and give evidence using the text.		
		Continuing to build up a repertoire of poems learnt by heart.	555.100 doing the toxt.		
		Understand both the books that they can already read accurately and fluently and those that they listen to by:	Points of View - Consider author's choices,		
		Drawing on what they already know or on background information and vocabulary	summarise and predict.		
		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     Prodiction what may be proper on the basis of what has been read so far.			
		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	Stonehenge -	Y3 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Read most unfamiliar words	Ancient
Spring 2		Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or	explore new vocabulary. Read and talk	accurately, without undue hesitation,	Expert
		text books  Read books that are structured in different ways and reading for a range of purposes	through text considering the audience and purpose.	allowing them to focus on their understanding.	Calendar Midsummer
		Read books that are structured in different ways and reading for a range of purposes     Use dictionaries to check the meaning of words they have read	- paipodo.	Infer - Answer questions and make some	Structure
		Increase their familiarity with a wide range of books, including fairy stories, myths and	Word Detectives –Information retrieval using	inferences, referring to evidence from the	Worshipped
		legends, and retelling some of these orally	skimming and scanning skills.	text.	Mystery
		Identify themes and conventions in a wide range of books.	Thinking Caps – Inference skills – learning to	Predict - Make a plausible prediction about what might happen and justify it on	Monument Ditch
		Understand what they read by	read between the lines.	the basis of what has been read so far.	Theory
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	. saa somoon are mice.	Retrieve- Retrieve and record information	
		Asking questions to improve their understanding of a text	Building Blocks - Explain views and give	from both fiction and non-fiction	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their	evidence using the text.	Summarise- Identify main ideas drawn	
		actions, and justifying inferences with evidence	Points of View – Consider author's choices,	from what has been read.  Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied	summarise and predict.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those		Compare- Make links between the books	
		Identifying how language, structure, and presentation contribute to meaning      Patriova and record information from the properties.		and texts they have read, pointing out	
		Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.		similarities and differences.	
Maple Class	The Great	Y3 Reading Comprehension	Text and Talk – Understand the text and	Meaning - Read most unfamiliar words	Skara Brae
Spring 2	Storm	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or	explore new vocabulary. Read and talk	accurately, without undue hesitation,	Orkney
	Chapter 1 –	text books	through text considering the audience and	allowing them to focus on their	Soared
	Terry Deary	Read books that are structured in different ways and reading for a range of purposes	purpose.	understanding.	Shores
	1	Use dictionaries to check the meaning of words they have read	İ	İ	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 main ideas drawn from more than one paragraph and summarising those Identifying how language, 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.	<b>Meaning</b> - 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	<ul> <li>Y3 Reading Comprehension</li> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk	<b>Meaning -</b> 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	through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.	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.	Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me Exclaimed
		<ul> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	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.	
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.  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.	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.  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
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

		<ul> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	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.	Bongleweed Clinging Shoots Shrubs Almighty Tug of war

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Maple Class Summer 2	The Selfish Giant – Oscar Wilde	<ul> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> <li>Y3 Reading Comprehension</li> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied&lt;</li></ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.  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.	Heaved Blistered Cactus Upturned Sprouting Fit to burst Tendril Fireflies Jellyfish Bioluminescence Famished Ripen Vivid  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

Maple Class Summer 2 Chris Va Allsberg	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.  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.	Monsoon Roll of thunder Guide Hunched Muttering Tsetse fly Contract Tremendous Stampede Rumble Herd Splintering China (plates) Tumble Eyeing Mantel clock
Sycamore Class Kevin McCanr	Identifying how language, structure, and presentation contribute to meaning     Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.    Y4 Reading Comprehension	. Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  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.  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 nonfiction, 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

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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.  Text and Talk – Understand the text and	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 nonfiction, 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.  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 nonfiction, 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.  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 nonfiction, 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

Sycamore Class Autumn 1	Roman Diary 2 – Richard Platt	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.   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.	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	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.  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 nonfiction, 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.  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.	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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 nonfiction, 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	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 nonfiction, 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	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 nonfiction, 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

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.	Structure and Presentation - Understand how the text layout and presentation add to meaning.  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 nonfiction, 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.  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 nonfiction, 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.  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 nonfiction, including cross-curricular texts.	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend

		<ul> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	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 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 1	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.  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 nonfiction, 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 Spring 1	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction, 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	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	Text and Talk – 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

	Philip Pullman Chapter 2	<ul> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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 nonfiction, 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 nonfiction, 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 nonfiction, 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. 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 nonfiction, 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.  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 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.  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	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.	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.	Shivering Snare Swooped Snatched Glimpse Rage Supper
Sycamore Class Spring 2	The Great Storm Chapter 2 & 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
Sycamore Class Spring 2	Man Meets Metal (Bronze Age)	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
Sycamore Class Spring 2	Man Meets Metal (Iron age)	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.  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	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace

Sycamore Class Spring 2	Indigo's Dragon	<ul> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> <li>Y3 Reading Comprehension</li> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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
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.  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
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.  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.	Inquisitive Pitter patter Glossy Hoofs Trailing Muffler Pleasant Several Fawn Goodness gracious me

Sycamore     The World of Symmetric Symmetrics and precision to improve their understanding of a text of the World of Symmetric and precision and index of the World of Symmetric and precision contribute to meaning the symmetric and precision of the symmetric and precision of the world of the World of Symmetric and the World of Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Symmetric Sy			Checking that the text makes sense to them, discussing their understanding and	Building Blocks – Explain views and give	Retrieve- Retrieve and record information	Exclaimed
Disaying inferences with existing characters' feelings, thoughts and motives from their actions, and justifying inferences with existence to the manning of vocation from their actions and the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the product of the prod			explaining the meaning of words in context	evidence using the text.	from both fiction and non-fiction	
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Predicting water might happen from details stated and implied electrifying main ideas drawn from once than one paragraph and summarising those electrifying main ideas drawn from once than one paragraph and summarising those electrifying main ideas drawn from once that one paragraph and summarising those electrifying main ideas drawn from once that one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more than one paragraph and summarising those electrifying main ideas drawn from more						
Sycamore   Sycamore   The World   Symmer   The Wo				ourimance and prodict.		
Exercised   Review and record information from non-fiction or participate in adequate, structure, and presentation contribute to meaning						
## Retrieve and record information from non-fliction					and texts they have read, pointing out	
Participate in discussion about books, taking rums and issening to others.  Victor and Tails — Understand the text and explore new vocabulary. Read and talk appears to the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution of the contribution o					similarities and differences.	
Sycamore   Class   Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the Summer   Witch and the S						
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or business.	Sycamore	Lion, the		Text and Talk – Understand the text and	Meaning - Read most unfamiliar words	Spires
Read books that are structured in different ways and reading for a range of purposes     Use dictionaries to check the meaning of words they have read     Increase their familiarity with a wide range of books.     Understand what they read by     Chacking that the taxt makes some to them, discussing their understanding and     Asking questions to improve their understanding and     Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a make some to the taxt because in the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the		Witch and the	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or	explore new vocabulary. Read and talk	accurately, without undue hesitation,	Shone
Use dictionaries to check the meaning of words they have read     Increase their familiarity with a valid carriage of books, including fairy stories, myths and legends, and retelling some of these orally     Identify themes and conventions in a wide range of books.     Understand what they read by     Checking that the test makes series to them, discussing their understanding and the test makes series to them, discussing their understanding and actions, and justifying inferences such as inferring, character's feelings, thoughts and motives from their actions, and justifying inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying main ideas drawn from more than one paragraph and summarising those indentification of the summarise and predict.    The World Detectives—Information retrieval using skills—learning to the basis of what has been read so far. Retrieve and record information from both fiction and non-fiction summarises and predict.    Points of View — Consider author's choices, summarise and predict.	Summer 1	Wardrobe 3	text books			
Increase their familitarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally indentify themes and conventions in a wide range of books.  Understand what they read by Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a context of a conte			<ul> <li>Read books that are structured in different ways and reading for a range of purposes</li> </ul>	purpose.		
legends, and retelling some of these orally  eldentify themse and conventions in a wide range of books.  Understand what they read by  Checking that the text makes sense to them, discussing their understanding and oxplaining 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 such as inferring characters (feelings, thoughts and motives from their actions, and justifying inferences such as inferring characters (feelings, thoughts and motives from their actions, and justifying inferences such as inferring characters (feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predicting what might happen from dealts stated and implied  Petrope and record information from non-flection and reference or text books  Sycamore  Class Summer 1  Thinking Caps - Explain views and give evidence using the text.  Points of View — Consider author's choices, subtracting the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substance of the substanc						
Identify themes and conventions in a wide range of books.				Word Detectives –Information retrieval using	, 6	
- Understand what they read by     - Checking that the text 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 more than one paragraph and summarising those identifying how language, structure, and presentation contribute to meaning and explorate in discussion about books, taking turns and listening to others.    Sycamore   Class   Summer   1				skimming and scanning skills.		
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Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  Sycamore Class Summer 1  The United Kingdom Summer 1  Read books that are structured in different ways and reading of words they have read  Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure one meaning.  Sycamore Class Summer 1  Points of view Consider author's choices, summarise and predict.  Participate in discussion contribute to meaning. Compare- Make links between the books and texts they have read, pointing out similarities and differences.  The United Kingdom  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books  Read books 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.  Infer - Answer questions and make some  Capital city				Points of View Consider suther's shair-		
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• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  Sycamore Class Summer 1  The United Kingdom • The United Kingdom • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read  • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction similarities and differences.     Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.   Infer - Answer questions and make some   Countries				Summanse and predict.		
• Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  The United Class Summer 1  The United Kingdom Summer 1  Find United Class Summer 1  Use dictionaries to check the meaning of words they have read  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.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  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.  Infer - Answer questions and make some  Capital city						
Sycamore Class Summer 1  The United Kingdom Summer 1  The United Kingdom Summer 1  The United Kingdom Summer 1  The United Kingdom Summer 1  The United Kingdom Summer 1  The United Kingdom  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books  Read books 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.  Southern Parliament Laws Capital city						
Class Summer 1  Kingdom Summer 1  Kingdom Summer 1  Kingdom Summer 1  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of words they have read  Kingdom  Explore new vocabulary. Read and talk through text considering the audience and purpose.  Southern Parliament Laws Capital city						
text books  Read books 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 books  Read books that are structured in different ways and reading for a range of purposes  Use dictionaries to check the meaning of words they have read  through text considering the audience and purpose.  allowing them to focus on their understanding.  Laws  Capital city						
<ul> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>purpose.</li> <li>understanding.</li> <li>Infer - Answer questions and make some</li> <li>Capital city</li> </ul>		Kingdom				
Use dictionaries to check the meaning of words they have read  Infer - Answer questions and make some Capital city	Summer 1					
- dod dictionarios to shock the mouning of words they have read			, , , , , , , , , , , , , , , , , , , ,	purpose.		
La increase their remijerity with a wide range of books including force myths and in word December a Timuliation removal using in including to the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of			<ul> <li>Use dictionaries to check the meaning or words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and</li> </ul>	Word Detectives –Information retrieval using	inferences, referring to evidence from the	Welsh
• Increase their ramiliarity with a wide range of books, including rairy stories, myths and legends, and retelling some of these orally   Increase their ramiliarity with a wide range of books, including rairy stories, myths and skimming and scanning skills.   Itext.   Gaelic					, 0	
• Identify themes and conventions in a wide range of books.  • Identify themes and conventions in a wide range of books.			5 , , , , , , , , , , , , , , , , , , ,	g		
Inderstand what they read by  Inderstand what they read by  Thinking Caps – Inference skills – learning to about what might happen and justify it on Cities			,		about what might happen and justify it on	
• Checking that the text makes sense to them, discussing their understanding and read between the lines. the basis of what has been read so far. Forests			, ,	read between the lines.	the basis of what has been read so far.	
			explaining the meaning of words in context			Coasts

		Asking questions to improve their understanding of a text     Drawing inferences such as inferring characters' feelings, thoughts and motives from their	Building Blocks – Explain views and give evidence using the text.	Retrieve- Retrieve and record information from both fiction and non-fiction	
		actions, and justifying inferences with evidence  • Predicting what might happen from details stated and implied  • Identifying main ideas drawn from more than one paragraph and summarising those  • Identifying how language, 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	
Sycamore	Now School	V3 Pooding Comprehension	Toyt and Talk - Understand the toyt and	similarities and differences.	Skite
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.  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.	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.  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.	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.  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	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.  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
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.  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
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.  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	Casually Gosh Whisker's length Slammed Gasped Clawing Dozen Tearing

		Drawing inferences such as inferring characters' feelings, thoughts and motives from their	Points of View Consider the Lead	Summarise- Identify main ideas drawn	
		actions, and justifying inferences with evidence  Predicting what might happen from details stated and implied	Points of View – Consider author's choices, summarise and predict.	from what has been read. <b>Evaluate-</b> Identify how language, structure	
		Identifying main ideas drawn from more than one paragraph and summarising those	Summanse and predict.	and presentation contribute to meaning.	
		Identifying how language, structure, and presentation contribute to meaning		Compare- Make links between the books	
		Retrieve and record information from non-fiction		and texts they have read, pointing out	
		Participate in discussion about books, taking turns and listening to others.		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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices,	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	Monsoon Roll of thunder Guide Hunched Muttering Tsetse fly Contract Tremendous Stampede Rumble Herd Splintering China (plates) Tumble Eyeing
		Predicting what might happen from details stated and implied	summarise and predict.	and presentation contribute to meaning.	Mantel clock
		Identifying main ideas drawn from more than one paragraph and summarising those	Summanse and predict.	Compare- Make links between the books	Couch
		Identifying how language, structure, and presentation contribute to meaning		and texts they have read, pointing out	
		Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.		similarities and differences.	
BEECH CLAS	S	Participate in discussion about books, taking turns and listening to others.			
BEEGIT GEAG	<u> </u>				
Beech	Beowulf,	Y5 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Use a range of strategies to	Spear
Class Autumn 1	Grendel and	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	explore new vocabulary. Read and talk through text considering the audience and	work out most unfamiliar words.  Infer - Explain in more detail characters'	Shafts Polish
Autumin	the Dragon –	Read books that are structured in different ways and reading for a range of purposes	purpose.	thoughts, feelings or reasons for their	Fought
	Mick Gower	Increasing their familiarity with a wide range of books, including myths, legends and		action using evidence from the text.	Jewelled
		traditional stories, modern fiction, fiction from our literary heritage, and books from other	Word Detectives –Information retrieval using	Predict - Predict what might happen in	throne
		cultures and traditions	skimming and scanning skills.	increasingly complex texts using evidence	
		Check that the books makes sense to them, discussing their understanding and exploring     the magnitude of control in control	Thinking Caps – Inference skills – learning to	from the text.  Retrieve- Find and independently record	
		the meaning of words in context  • Asking questions to improve their understanding	read between the lines.	pertinent facts and information from fiction	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their		and non-fiction texts.	
		actions, and justifying inferences with evidence	Building Blocks – Explain views and give	Summarise- Summarise what has	
		Predicting what might happen from details stated and implied	evidence using the text.	happened in a text, using themes from paragraphs to help them.	
		Summarising the main ideas drawn from more than one paragraph, identifying key details	Points of View – Consider author's choices,	Evaluate- Evaluate how authors use	
		that support the main ideas	summarise and predict.	language including figurative language,	
		Identifying how language, structure and presentation contribute to meaning     Discuss and evaluate how authors use language, including figurative considering impact	·	considering the impact on the reader.	
		on the reader		Compare- Compare and discuss events,	
		Distinguish between statements of fact and opinion		structures, issues, characters and plots of stories, poems and information texts.	
		Retrieve, record and present information from non-fiction		Structure and Presentation - Identify and	
		Participate in discussions building on their own and others' ideas and challenging views courteously		discuss how different organisational	
		Provide reasoned justifications for their views.		structures in texts add to the meaning.	
Beech	The Little	Y5 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Use a range of strategies to	Desolate
Class	White Horse -	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-	explore new vocabulary. Read and talk	work out most unfamiliar words.	Quarry
Autumn 1	Elizabeth	fiction, reference and text books	through text considering the audience and	Infer - Explain in more detail characters'	Strewn
	Goudge	Read books that are structured in different ways and reading for a range of purposes     Increasing their formillarity with a wide range of health including mathe legende and	purpose.	thoughts, feelings or reasons for their action using evidence from the text.	Stagnant Sheer
		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	Word Detectives –Information retrieval using	Predict - Predict what might happen in	Crowning
		cultures and traditions	skimming and scanning skills.	increasingly complex texts using evidence	Foursquare
1	ſ			from the text.	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. 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 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, nonfiction, 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.  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.	Welding Lamp Lopsided Laboratory Fiendish wizard Propelled Callipers Coils Cogs Engineering

Beech Class Autumn 2	The Solid Truth about States of Matter – Agnieszka Biskup	Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.  Y5 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.	Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.  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 Autumn 2	Concrete Mixers – Patricia Hubble (poetry)	Y5 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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 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.	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, nonfiction, 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.  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.	Copper Ladeled Gruel Composition Porridger Ounces Eager Composed Devoured Assiduously

		<ul> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	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, nonfiction, 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, nonfiction, 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

			T	Command Males and Colors 2011	ı
		<ul> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>		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, nonfiction, 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 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, nonfiction, 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.	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.  Infer - 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

		<ul> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Thinking Caps – Inference skills – learning to 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.	
Beech Class Spring 1	The Explorer 1 - Katherine Rundell	Y6 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.	Grimacing Ferocious Sun Shriek Dashboard Reliable
Beech Class Spring 1	The Explorer 2 - Katherine Rundell	Y6 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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 - 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

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

Beech Class Spring 2	Crime Solvers	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.  Y6 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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 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	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	Evolves Polluted
Beech Class Spring 2	Itch - Simon Mayo	Provide reasoned justifications for their views.  Y5 Reading Comprehension  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.	how language, structure and presentation contribute to the meaning of a 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.	Multi-stained Pockmarked Bore testament Unconscious Astute shrugged Gingerly Marvelled
		<ul> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> </ul>	Thinking Caps – Inference skills – learning to 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.	big Inch Straggly Sooty Smudge vigorous

Beech Class Spring 2	Pig Heart Boy 3 - Malorie Blackman	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.  Y5 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and	Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.  Meaning - Use a range of strategies to work out most unfamiliar words.  Infer - Explain in more detail characters'	Medical history Controversy Eminent
		<ul> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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, nonfiction, 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 - 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 Demon Headmaster - Gillian Cross	Y5 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.  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.	Figure, moment, baffled, reflection, prim, murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly,

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

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

		Participate in discussions building on their own and others' ideas and challenging views courteously		Structure and Presentation - Understand how language, structure and presentation	
		Provide reasoned justifications for their views.		contribute to the meaning of a text.	
Beech Class	Cosmic - Frank Cottrell	Y6 Reading Comprehension     Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-	Text and Talk – Understand the text and explore new vocabulary. Read and talk	Meaning - Read aloud with intonation that demonstrates	Limping Frost-stiffened
Summer 2	Boyce	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.	through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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, nonfiction, 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.

• I ond	n term memor	/ develo	nment strate	nies to h	e lised in ever	v lesson throug	nn acceccinc	i nrior knowled	ine at he	adinnina	of the unit and in the lesson.
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# Communication and Language (Listening, Attention and Understanding

- 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.

#### Communication and Language (Speaking)

- Participate in small group, class and one-toone 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.

#### Literacy (Comprehension)

- 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

#### Literacy (Word Reading)

- 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.

#### Personal, Social and Emotional Development (Managing Self)

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Year Group	Rationale for	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
rear Group	Unit of Learning	ney content from National Carriculation	Okinsy rocesses	Loserida Mowieuge	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 whice 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 voc 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 lister what others say.  Explain clearly their understanding of what is read to them.	considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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 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 voc 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 lister what others say. Explain clearly their understanding of what is read to them.	considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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 whice 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 voc provided by the teacher     Discussing the significance of the title and events.     Making inferences on the basis of what is being said and done	considering the audience and purpose.  Word Detectives –Information retrieval using	Sequencing the story     Developing awareness of the wants of a character     Check that text makes sense to them, self-correcting any inaccurate reading.     Answer questions and make some inferences about what is being said and done.     Explain what has happened so far in what they have read.	non-fiction information glossary contents loyal prey sheds

		Participate in discussion about what is read to them, taking turns and listening to what others say.     Explain clearly their understanding of what is read to them.	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what might happen next, based on what they have read.	
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

Willows Class Summer 2	Jessie the Jellyfish - Laurie Newman	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.  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.	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what might happen next, based on what they have read.  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

		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.	using the text.		With support, be able to talk about what might happen next, based on what they have read.	shingle canyon harbour
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum		Skills/Processes	Essential Knowledge	Vocabulary
MAPLE CLAS						
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 an 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 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 vocal  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 listen to by:  Drawing on what they already know or on background information and vocabulary proteacher  Checking that the text makes sense to them as they read and correcting inaccurate reacher 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 themselves.	and traditional culary se that they vided by the ading	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 an 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 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 vocal 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 thou listen to by:  Drawing on what they already know or on background information and vocabulary proteacher  Checking that the text makes sense to them as they read and correcting inaccurate reacher 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 themselves.	and traditional culary se that they vided by the ading	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 an 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

Maple Class Autumn 1	Alice in Wonderland - – Lewis Carroll	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.  Ya 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 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 bas	Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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

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Maple Class Autumn 2	Here to Help – the Police - Rachel Blount	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.  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 th	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives – Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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	themselves.  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	Twinkle,	Y2 Reading – comprehension	Text and Talk - Understand the	Meaning- Demonstrate increasing stamina in	Twinkle
Class Autumn 2	Twinkle Little Star - Jane	<ul> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> </ul>	text and explore new vocabulary. Read and talk through text	reading age appropriate texts.  Retrieve - Find and copy information from a text in response to literal questions.	Rusty Choke Starter

	Taylor, Anon, Lewis Carroll	<ul> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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

		Description what are when a property of the basis of what I	1	1	
		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	Walk from Our	Y2 Reading – comprehension	Text and Talk - Understand the	Meaning- Demonstrate increasing stamina in	Tobermory
Class	Island School	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	text and explore new vocabulary.	reading age appropriate texts.	Isle of Mull
Spring 1	- Deborah	Listening to, discussing and expressing views about a wide range of contemporary and classic	Read and talk through text	Retrieve - Find and copy information from a	Exploring
	Chancellor	poetry, stories and non-fiction at a level beyond that at which they read independently.	considering the audience and	text in response to literal questions.	Surrounded
	Orianochor	Discuss the sequence of events in books and how items of information are related.	purpose.	Summarise- Identify the main theme of a	Important
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	paragraph.	Pier
		tales	Word Detectives -Information	Infer- Answer questions and make some	Tackle
		Being introduced to non-fiction books that are structured in different ways	retrieval using skimming and	inferences with support.	Wicker
		Discussing and clarifying the meanings of words, linking new meaning to known vocabulary	scanning skills.	Predict - With support, make plausible	Shellfish
		Discussing their favourite words and phrases		predictions about what might happen next	Explains
		Continuing to build up a repertoire of poems learnt by heart.	Thinking Caps – Inference skills –	and give reasons.	Creels
		Understand both the books that they can already read accurately and fluently and those that they	learning to read between the lines.		Harbour
		listen to by:			Ferry
		Drawing on what they already know or on background information and vocabulary provided by the	Building Blocks – Explain views		Terminal
		teacher	and give evidence using the text.		Tourist Centre
		Checking that the text makes sense to them as they read and correcting inaccurate reading	Points of View – Consider author's		Coastal path
		Making inferences on the basis of what is being said and done	choices, summarise and predict.		Coastline
		Answering and asking questions	choices, summanise and predict.		Oddstille
		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>Maple</u>	Animal	Y3 Reading Comprehension	Text and Talk – Understand the	Meaning - Read most unfamiliar words	Defending
<u>Class</u>	Conflicts 1 -	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	Warnings
Spring 1	Steve Parker	Read books that are structured in different ways and reading for a range of purposes	Read and talk through text	them to focus on their understanding.	Rear up
		Use dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Conflict
		Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	Rivals
		retelling some of these orally	Word Datastinas Information	text.	Slash
		Identify themes and conventions in a wide range of books.	Word Detectives –Information retrieval using skimming and	Predict - Make a plausible prediction about what might happen and justify it on the basis	Predators Defend
		Understand what they read by	scanning skills.	of what has been read so far.	Bares
		Checking that the text makes sense to them, discussing their understanding and explaining the	Scalling skins.	Retrieve- Retrieve and record information	Antelope
		meaning of words in context	Thinking Caps - Inference skills -	from both fiction and non-fiction	Gazelle
		Asking questions to improve their understanding of a text	learning to read between the lines.	Summarise- Identify main ideas drawn from	Poisonous
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	3	what has been read.	
		and justifying inferences with evidence	Building Blocks - Explain views	Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied	and give evidence using the text.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those		Compare- Make links between the books	
		Identifying how language, structure, and presentation contribute to meaning      Patriava and record information from the fitting.	Points of View – Consider author's	and texts they have read, pointing out	
		Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.	choices, summarise and predict.	similarities and differences.	
Maple	Animal	Y3 Reading Comprehension	Text and Talk – Understand the	Meaning - Read most unfamiliar words	Venom
Class	Conflicts 2 -	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	Threatening
Spring 1	Steve Parker	Read books that are structured in different ways and reading for a range of purposes	Read and talk through text	them to focus on their understanding.	Poisonous
<u>-pg .</u>	3.0.0. 001	Use dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Venomous
		Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	Dangerous
		retelling some of these orally		text.	Sprays
		Identify themes and conventions in a wide range of books.	Word Detectives –Information	Predict - Make a plausible prediction about	Spits
		Understand what they read by	retrieval using skimming and	what might happen and justify it on the basis	Creatures
		Checking that the text makes sense to them, discussing their understanding and explaining the	scanning skills.	of what has been read so far.	Tolerance
		meaning of words in context		Retrieve- Retrieve and record information	Protected
		Asking questions to improve their understanding of a text	Thinking Caps – Inference skills –	from both fiction and non-fiction	Strikes
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	learning to read between the lines.	Summarise- Identify main ideas drawn from	
		and justifying inferences with evidence	Building Blocks Evalois views	what has been read.	
		Predicting what might happen from details stated and implied	Building Blocks – Explain views and give evidence using the text.	<b>Evaluate-</b> Identify how language, structure and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those	and give evidence using the text.	and presentation contribute to meaning.	
		· · · · · · · · · · · · · · · · · · ·			=0 (044

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

		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.  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	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.	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 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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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
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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using 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.  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.	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		Compare- Make links between the books	Fine motor
		Retrieve and record information from non-fiction	Points of View - Consider author's	and texts they have read, pointing out	skills
		Participate in discussion about books, taking turns and listening to others.	choices, summarise and predict.	similarities and differences.	
Maple	Holyhock	Y3 Reading Comprehension	Text and Talk - Understand the	Meaning - Read most unfamiliar words	Hollyhock
<u>Class</u>		Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	Blackbird
Summer 1		Read books that are structured in different ways and reading for a range of purposes	Read and talk through text	them to focus on their understanding.	Cellar
		Use dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Clipped
		Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	Scruffy
		retelling some of these orally	World Date of the Life of the Control	text.	Brogues
		Identify themes and conventions in a wide range of books.	Word Detectives –Information retrieval using skimming and	Predict - Make a plausible prediction about	Funeral Mourners
		Understand what they read by	scanning skills.	what might happen and justify it on the basis of what has been read so far.	Coffins
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Retrieve- Retrieve and record information	Panthers
		Asking questions to improve their understanding of a text	Thinking Caps – Inference skills –	from both fiction and non-fiction	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	learning to read between the lines.	Summarise- Identify main ideas drawn from what has been read.	
		and justifying inferences with evidence	Building Blocks – Explain views	Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied	and give evidence using the text.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those	and give evidence daing the text.	Compare- Make links between the books	
		Identifying how language, structure, and presentation contribute to meaning	Points of View - Consider author's	and texts they have read, pointing out	
		Retrieve and record information from non-fiction	choices, summarise and predict.	similarities and differences.	
		Participate in discussion about books, taking turns and listening to others.	· ·		
<u>Maple</u>	Hot Food -	Y3 Reading Comprehension	Text and Talk - Understand the	Meaning - Read most unfamiliar words	Whooph
<u>Class</u>	Michael Rosen	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	whooph
Summer 1		Read books that are structured in different ways and reading for a range of purposes	Read and talk through text	them to focus on their understanding.	Stuffs
		Use dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Puffs
		Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	Yells
		retelling some of these orally	Word Detectives –Information	text.  Predict - Make a plausible prediction about	Bobs Flaps
		Identify themes and conventions in a wide range of books.	retrieval using skimming and	what might happen and justify it on the basis	гіарѕ
		Understand what they read by	scanning skills.	of what has been read so far.	
		Checking that the text makes sense to them, discussing their understanding and explaining the	Scarring Skiiis.	Retrieve- Retrieve and record information	
		meaning of words in context	Thinking Caps - Inference skills -	from both fiction and non-fiction	
		Asking questions to improve their understanding of a text	learning to read between the lines.	Summarise- Identify main ideas drawn from	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	g	what has been read.	
		and justifying inferences with evidence	Building Blocks - Explain views	Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied  Identifying a significant department of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the	and give evidence using the text.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those  Identifying have been paragraphed as a paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying main ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more than one paragraph and summarising those ideas drawn from more drawn from more drawn from more drawn from more drawn from		Compare- Make links between the books	
		Identifying how language, structure, and presentation contribute to meaning      Detrieve and record information from the first formation fro	Points of View - Consider author's	and texts they have read, pointing out	
		Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.	choices, summarise and predict.	similarities and differences.	
Maple	Would You Eat	Y3 Reading Comprehension	Text and Talk – Understand the	Meaning - Read most unfamiliar words	Currently
Class	Less than	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	Tonnes
Summer 1	Perfect Fruit?	Read books that are structured in different ways and reading for a range of purposes	Read and talk through text	them to focus on their understanding.	Edible
<u></u>	- Kate Ruttle	Use dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Slightly
		Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	Cruise liner
		retelling some of these orally	1 . 1	text.	Particular
		Identify themes and conventions in a wide range of books.	Word Detectives -Information	Predict - Make a plausible prediction about	Instead
		Understand what they read by	retrieval using skimming and	what might happen and justify it on the basis	Perfectly
		Checking that the text makes sense to them, discussing their understanding and explaining the	scanning skills.	of what has been read so far.	Heaps
		meaning of words in context		Retrieve- Retrieve and record information	Ploughs
		Asking questions to improve their understanding of a text	Thinking Caps - Inference skills -	from both fiction and non-fiction	Harvest
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	learning to read between the lines.	Summarise- Identify main ideas drawn from	Blemished
		and justifying inferences with evidence	Dutidia a Disales - 5 - 15 to 15	what has been read.	Rely
		Predicting what might happen from details stated and implied	Building Blocks – Explain views	Evaluate- Identify how language, structure	Orchards
		Identifying main ideas drawn from more than one paragraph and summarising those	and give evidence using the text.	and presentation contribute to meaning.	Reducing
		1		Compare- Make links between the books	Solution
		Identifying how language, structure, and presentation contribute to meaning	Points of View Consider auth		
		Identifying how language, structure, and presentation contribute to meaning     Retrieve and record information from non-fiction	<u>Points of View</u> – Consider author's choices, summarise and predict.	and texts they have read, pointing out similarities and differences.	

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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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.	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry) Implored Sobs Sparrows Exert

Maple	Wind in the	Y2 Reading – comprehension	Text and Talk – Understand the	Meaning- Demonstrate increasing stamina in	Toad
Class	Willows -	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	text and explore new vocabulary.	reading age appropriate texts.	Announced
Summer 2	Kenneth	Listening to, discussing and expressing views about a wide range of contemporary and classic	Read and talk through text	Retrieve - Find and copy information from a	Convince
	Grahame	poetry, stories and non-fiction at a level beyond that at which they read independently.	considering the audience and	text in response to literal questions.	Dangerous
		Discuss the sequence of events in books and how items of information are related.	purpose.	Summarise- Identify the main theme of a	Shiny
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional	Ward Datasticas Information	paragraph.	Flung
		tales	Word Detectives –Information retrieval using skimming and	Infer- Answer questions and make some inferences with support.	Splendid
		Being introduced to non-fiction books that are structured in different ways	scanning skills.	Predict - With support, make plausible	Dragged Study
		Discussing and clarifying the meanings of words, linking new meaning to known vocabulary	Scarring Skills.	predictions about what might happen next	Irresponsible
		Discussing their favourite words and phrases     Continuing to build up a constating of a contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact building and a second contact b	Thinking Caps - Inference skills -	and give reasons.	Wriggled
		<ul> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they</li> </ul>	learning to read between the lines.		Writhed
		listen to by:			Reason
		Drawing on what they already know or on background information and vocabulary provided by the	Building Blocks – Explain views		Confiscated
		teacher	and give evidence using the text.		Drainpipe
		Checking that the text makes sense to them as they read and correcting inaccurate reading	Points of View – Consider author's		Screech Roaring
		Making inferences on the basis of what is being said and done	choices, summarise and predict.		Roaning
		Answering and asking questions	onologo, gammanog ana prodict.		
		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			
Monle	The During	themselves.	Tout and Talk, the density of the	Maning Dood most wife will a second	Cuards -1
Maple Class	The Pudding Like a Night on	Y3 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary.	Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing	Guarded Raft
Summer 2	the Sea – Ann	<ul> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> </ul>	Read and talk through text	them to focus on their understanding.	Rag
Summer 2	Cameron	Vise dictionaries to check the meaning of words they have read	considering the audience and	Infer - Answer questions and make some	Craters
	Cambion	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and	purpose.	inferences, referring to evidence from the	0.0.0
		retelling some of these orally	' '	text.	
		Identify themes and conventions in a wide range of books.	Word Detectives –Information	Predict - Make a plausible prediction about	
		Understand what they read by	retrieval using skimming and	what might happen and justify it on the basis	
		Checking that the text makes sense to them, discussing their understanding and explaining the	scanning skills.	of what has been read so far.	
		meaning of words in context	Thinking Caps – Inference skills –	Retrieve- Retrieve and record information from both fiction and non-fiction	
		Asking questions to improve their understanding of a text	learning to read between the lines.	Summarise- Identify main ideas drawn from	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	learning to read between the lines.	what has been read.	
		and justifying inferences with evidence	Building Blocks - Explain views	Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied  I do tif it a project in the advantage of the property of the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in the project in t	and give evidence using the text.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those     Identifying how language, structure, and presentation contribute to meaning		Compare- Make links between the books	
		Retrieve and record information from non-fiction	Points of View - Consider author's	and texts they have read, pointing out	
		Participate in discussion about books, taking turns and listening to others.	choices, summarise and predict.	similarities and differences.	
SYCAMORE C	CLASS	Transpare in about 500 to the transparence and into ining to through			<u> </u>
Sycamore	The Worst	Y3 Reading Comprehension	Text and Talk - Understand the	Meaning - Read most unfamiliar words	Appalling
Class	Witch - Jill	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	text and explore new vocabulary.	accurately, without undue hesitation, allowing	Conduct
Autumn 1	Murphy	Read books that are structured in different ways and reading for a range of purposes    Page 1   Page 2	Read and talk through text considering the audience and	them to focus on their understanding.  Infer - Answer questions and make some	Entire Humbly
		Use dictionaries to check the meaning of words they have read	purpose.	inferences, referring to evidence from the	Uproar
		<ul> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	Pa. 2000.	text.	Sproar
		Identify themes and conventions in a wide range of books.	Word Detectives -Information	Predict - Make a plausible prediction about	
		Understand what they read by	retrieval using skimming and	what might happen and justify it on the basis	
		Checking that the text makes sense to them, discussing their understanding and explaining the	scanning skills.	of what has been read so far.	
		meaning of words in context		Retrieve- Retrieve and record information	
		Asking questions to improve their understanding of a text	Thinking Caps – Inference skills –	from both fiction and non-fiction	
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,	learning to read between the lines.	Summarise- Identify main ideas drawn from	
		and justifying inferences with evidence	Building Blocks – Explain views	what has been read.  Evaluate- Identify how language, structure	
		Predicting what might happen from details stated and implied	and give evidence using the text.	and presentation contribute to meaning.	
		Identifying main ideas drawn from more than one paragraph and summarising those	and give evidence doing the text.	and procentation contribute to meaning.	
		Identifying how language, 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 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 how language, 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 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.  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.	Hesitated Blotting out Shafts Absolute Ventured Everlasting Gloom and doom Fearsome

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

		<ul> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's	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	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.	choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	similarities and differences.  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.	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.  Retrieve- Retrieve and record information from both fiction and non-fiction  Summarise- Identify main ideas drawn from what has been read.  Evaluate- Identify how language, structure and presentation contribute to meaning.  Compare- Make links between the books and texts they have read, pointing out similarities and differences.	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.	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	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.	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<b>Meaning -</b> Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.	Cocoa Rugby balls Peapod Harvested Ferment

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

Sycamore Class Spring 1	Fidgit Spinners	Checking that the text 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.  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	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's	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.  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	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	Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  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	choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary.  Read and talk through text	similarities and differences.  Meaning - Work out the meaning of words based on the context in which they are written. Self-correct consistently.	Admittedly Tradition Dramatically
	Cowell	<ul> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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.	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.	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.  Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Mindless Thug Hooligan Coward Despite Perilously Clammy

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

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.	Structure and Presentation - Understand how the text layout and presentation add to meaning.  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	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.  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.	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.  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.	Enclosed Skull Constantly Internal React Direct Upright Awareness Relate Mechanism

Sycamore Class Summer 1	The Nightmare Man - Pie Corbett	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.   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 how language, 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.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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 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.  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	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	authors  Structure and Presentation - Understand how the text layout and presentation add to meaning.  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)
Class Summer 1	Arianna Grande	Listen to and discuss a wide range of fiction, 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 explore new vocabulary. Read and talk through text	based on the context in which they are written. Self-correct consistently.	Passion Theatre

		<ul> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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.	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.  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.	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.  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.	Stranger Purring Marmalade Scraping Drumming Windowpane Gurgle

Sycamore Class Summer 2	Scarecrow his Servant 1 - Philip Pullman	Participate in discussion about books, taking turns and listening to others.  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.	Compare- Understand simple similarities and differences between different books and authors  Structure and Presentation - Understand how the text layout and presentation add to meaning.  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	Troublesome Rheumatism Raven Springs Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered
Suppression	Consequent	<ul> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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 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.  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.	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.  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.	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.	Thinking Caps – Inference skills – learning to 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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
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.	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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 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.  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.	
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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 I dentifying 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.	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.  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.	Longhouse Hearth Embers Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Grunted Bloodstain

		<ul> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.</li> </ul>	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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words. Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. Predict - Predict what might happen in increasingly complex texts using evidence from the text. Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts. Summarise- Summarise what has happened in a text, using themes from paragraphs to help them. Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader. Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Longhouse Hearth Embers Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Unbarred 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	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	nerve centre insist abide churming whirlpool a dozen weeping willows, alders rhododendrons gallon flabbergasted Staggered dumbfounded bewildered bowled over

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

		<ul> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	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. 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 Autumn 2	Mehy and the Great Pyramid - Nicolas Brasch	Year 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.  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.	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. 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 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

Г		a Identifying how language attricture and proportation contribute to magning	T	Evaluate- Evaluate how authors use	1
		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.	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

Beech Class Spring 1	The Bully Asleep - John Walsh	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 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.  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.   Yé 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 of 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	considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.  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.	Bully Scent Timidly Tearful
	T.			Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.	Maria
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

Beech Darwin Class Dragons Spring 2 Lindsay G	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction,	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	Studious Buccaneer Ponderous Master Knapsacks Downpour
Beech Class the Con Spring 2	<ul> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	how language, structure and presentation contribute to the meaning of a 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.  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 Inca Lege Three D Spring 2		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

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

Beech Class Summer 1	There is a Boy in the Girl's Bathroom - Louis Sachar	<ul> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.</li> </ul> Y6 Reading Comprehension <ul> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.</li> </ul>	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives – Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	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.	structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a 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.  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
Class Summer 1	the Day	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 explore new vocabulary. Read and talk through text considering the audience and purpose.	out most unfamiliar words.  Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.	Instinctively Averted Swerving Steering

		<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	Budged Miraculously Confidence

Beech Class Summer 2	Silver Sword – Ian Serralier	Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.  Yes 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.	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.  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	Year 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

# YEAR C (2024-2025)

#### • 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

- 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

#### Communication and Language (Speaking)

- Participate in small group, class and one-toone 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.

## Literacy (Comprehension)

- 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, nonfiction, rhymes and poems and during role-play

#### Literacy (Word Reading)

- 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.

# Personal, Social and Emotional Development (Managing Self)

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

their teache	r and peers.						
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 lew which they can read independently Recognise and join in with predictable phrases Discussing word meanings, linking new meanings to Drawing on what they already know or on backgroun vocabulary provided by the teacher Discussing the significance of the title and events. Making inferences on the basis of what is being said Participate in discussion about what is read to them, listening to what others say.  Explain clearly their understanding of what is read to the	those already known d information and and done taking turns and	Text and Talk – Understand the vocabulary. Read and talk thro the audience and purpose.  Word Detectives –Information skimming and scanning skills.  Thinking Caps – Inference skill between the lines.  Building Blocks – Explain views using the text.  Points of View – Consider auth summarise and predict.	retrieval using  Is – learning to read  Is and give evidence	<ul> <li>Sequencing the story</li> <li>Developing awareness of the wants of a character</li> <li>Check that text makes sense to them, self-correcting any inaccurate reading.</li> <li>Answer questions and make some inferences about what is being said and done.</li> <li>Explain what has happened so far in what they have read.</li> <li>With support, be able to talk about what might happen next, based on what they have read.</li> </ul>	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 lew which they can read independently Recognise and join in with predictable phrases Discussing word meanings, linking new meanings to Drawing on what they already know or on backgroun vocabulary provided by the teacher Discussing the significance of the title and events. Making inferences on the basis of what is being said Participate in discussion about what is read to them, listening to what others say.  Explain clearly their understanding of what is read to the	those already known ad information and and done taking turns and	Text and Talk – Understand the vocabulary. Read and talk thro the audience and purpose.  Word Detectives –Information skimming and scanning skills.  Thinking Caps – Inference skill between the lines.  Building Blocks – Explain views using the text.  Points of View – Consider auth summarise and predict.	retrieval using  Is – learning to read  Is and give evidence  Inor's choices,	<ul> <li>Sequencing the story</li> <li>Developing awareness of the wants of a character</li> <li>Check that text makes sense to them, self-correcting any inaccurate reading.</li> <li>Answer questions and make some inferences about what is being said and done.</li> <li>Explain what has happened so far in what they have read.</li> <li>With support, be able to talk about what might happen next, based on what they have read.</li> </ul>	
Willows Class Summer 1	Perfect Pets	Y1 Reading – comprehension     Listen to and discuss a wide range of stories at a lew which they can read independently     Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to     Drawing on what they already know or on backgroun vocabulary provided by the teacher	those already known	Text and Talk – Understand the vocabulary. Read and talk thro the audience and purpose.  Word Detectives –Information skimming and scanning skills.	ough text considering	<ul> <li>Sequencing the story</li> <li>Developing awareness of the wants of a character</li> <li>Check that text makes sense to them, self-correcting any inaccurate reading.</li> </ul>	non-fiction information glossary contents loyal prey sheds

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

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

Year Group	Rationale for Unit of	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.      Key Content from National Curriculum	Building using the	Blocks – Explain views and give evidence	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.  Essential Knowledge	site squirm million shingle canyon harbour
MAPLE CLAS	Learning					
	_					<u> </u>
Maple Class Autumn 1	Dogger - Shirley Hughes	<ul> <li>Y2 Reading – comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understandin</li> <li>Listening to, discussing and expressing views about a wide range of contempt classic poetry, stories and non-fiction at a level beyond that at which they read independently.</li> <li>Discuss the sequence of events in books and how items of information are released been a second increasingly familiar with and retelling a wider range of stories, fairy and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to know vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabu provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccreading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>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 the they read for themselves.</li> </ul>	ated. stories /n and those lary urate	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 understandin  Listening to, discussing and expressing views about a wide range of contempt 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 released becoming increasingly familiar with and retelling a wider range of stories, fairy 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 know 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 that they listen to by:  Drawing on what they already know or on background information and vocabu provided by the teacher  Checking that the text makes sense to them as they read and correcting inaccine reading  Making inferences on the basis of what is being said and done  Answering and asking questions	ated. stories	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

		Desdiction what was because of the basis of what has been used a f	1	T	
		Predicting what may happen on the basis of what has been read so far      Participate in discussion about 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	Willie Whiskers	Y2 Reading – comprehension	Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina in	Skirting board
Class	- Margaret	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	explore new vocabulary. Read and talk	reading age appropriate texts.	Larder
Autumn 1	Gordon	Listening to, discussing and expressing views about a wide range of contemporary and	through text considering the audience and	Retrieve - Find and copy information from a	Crumbs
		classic poetry, stories and non-fiction at a level beyond that at which they read	purpose.	text in response to literal questions.	
		independently.		Summarise- Identify the main theme of a	
		Discuss the sequence of events in books and how items of information are related.	Word Detectives –Information retrieval	paragraph.	
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories	using skimming and scanning skills.	Infer- Answer questions and make some inferences with support.	
		and traditional tales	Thinking Caps – Inference skills – learning	Predict - With support, make plausible	
		Being introduced to non-fiction books that are structured in different ways     Discussing and clarifying the meanings of words, linking new meaning to known	to read between the lines.	predictions about what might happen next and	
		vocabulary		give reasons.	
		Discussing their favourite words and phrases	Building Blocks - Explain views and give		
		Continuing to build up a repertoire of poems learnt by heart.	evidence using the text.		
		Understand both the books that they can already read accurately and fluently and those	Points of View – Consider author's		
		that they listen to by:	choices, summarise and predict.		
		Drawing on what they already know or on background information and vocabulary	s.isisoo, dariiridinoo arid prodiot.		
		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.			
Maple Class	Like An Animal	Y2 Reading – comprehension	Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina in	Pretend
Class Autumn 1	Joan Poulson	Develop pleasure in reading, motivation to read, vocabulary and understanding by:     Listening to, discussing and expressing views about a wide range of contemporary and	explore new vocabulary. Read and talk through text considering the audience and	reading age appropriate texts.  Retrieve - Find and copy information from a	Fierce Patterned
Autum 1		classic poetry, stories and non-fiction at a level beyond that at which they read	purpose.	text in response to literal questions.	Bound
		independently.		Summarise- Identify the main theme of a	Leap
		Discuss the sequence of events in books and how items of information are related.	Word Detectives –Information retrieval	paragraph.	
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories	using skimming and scanning skills.	Infer- Answer questions and make some	
		and traditional tales	Thinking Caps – Inference skills – learning	inferences with support.  Predict - With support, make plausible	
		Being introduced to non-fiction books that are structured in different ways	to read between the lines.	predictions about what might happen next and	
		Discussing and clarifying the meanings of words, linking new meaning to known vocabulary		give reasons.	
		Discussing their favourite words and phrases	Building Blocks - Explain views and give		
		Continuing to build up a repertoire of poems learnt by heart.	evidence using the text.		
		Understand both the books that they can already read accurately and fluently and those	Deinte of Misses Compiler with and		
		that they listen to by:	Points of View – Consider author's choices, summarise and predict.		
		Drawing on what they already know or on background information and vocabulary	choices, summande and predict.		
		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			
L		that they read for themselves.			ļ.,
Maple	Dolphins – Kate	Y2 Reading – comprehension	Text and Talk – Understand the text and	Meaning- Demonstrate increasing stamina in	Mammals
Class Autumn 1	Ruttle	Develop pleasure in reading, motivation to read, vocabulary and understanding by:     Listoping to discussing and expressing views about a wide range of contemporary and	explore new vocabulary. Read and talk through text considering the audience and	reading age appropriate texts.  Retrieve - Find and copy information from a	Surface Swallow
Autuilli I		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	purpose.	text in response to literal questions.	Instead
		independently.	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania del compania del compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania de la compania del compania del compania de la compania de la compania de la compania de la compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania del compania de	Lungs
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Maple Class Autumn 1	Big Cat, Little Cat – Lisa Regan	<ul> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>YZ Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to bui</li></ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.  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

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Maple	Choosing	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.  Y2 Reading – comprehension	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and	<b>Meaning-</b> Demonstrate increasing stamina in	Materials
Class Autumn 2	MaterialS	<ul> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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

		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	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

Maple Class Spring 1	The City Farm - Brian Moses	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.  YZ 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	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.  Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	Infer- Answer questions and make some inferences with support.  Predict - With support, make plausible predictions about what might happen next and give reasons.  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.	Glittering Garage tinsel Strands Usual  Goats Ducks Goose Knees Alarm Although Gaze Decided Spread Sow Sneak Honked
		<ul> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>			
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	Points of View – Consider author's choices, summarise and predict.		Snuggle Flippers Steer
		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			
Maple Class Spring 1	Sophie's Snail - Dick King-Smith	they read for themselves.  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			
Maple Class Spring 1	Mice – Rose Fyleman	they read for themselves.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's	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
		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.	choices, summarise and predict.		
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 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.  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.	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

Maple Class Summer 1	The Lion, The Witch and the Wardrobe 1 – CS Lewis	<ul> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> <li>Y3 Reading Comprehension</li> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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	The Lion, the Witch and the Wardrobe 2 – CS Lewis	Participate in discussion about books, taking turns and listening to others.  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, 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	Participate in discussion about books, taking turns and listening to others.  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.  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	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.  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
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.  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
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.  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.	Fault Jam tarts Vast Sections Multi-topping Radishes Shovelling Sneaked Fluttered Provisions Nettles Brambles Muttered

Maple Class Summer 2	The Boy Who Grew Dragons 2 - Andy Shepherd	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  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	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	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.  Meaning - Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding.  Infer - Answer questions and make some	Spade Twinkle Flooding Bongleweed Clinging Shoots Shrubs
		Use dictionaries to check the meaning of words they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books. Understand what they read by Checking that the text 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.	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.	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.  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	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.  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.	Opera Quite so Peered Slouched Sweater Protested Unfolded Restless

Maple Class Summer 2	Extract from Jumanji 2 - Chris Van Allsberg	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  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.	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Compare- Make links between the books and texts they have read, pointing out similarities and differences.  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.	Casually Gosh Whisker's length Slammed Gasped Clawing Dozen Tearing
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.  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.	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.  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.	Prepared Clutched Paused Continent Sniggered Giggled Determined Wondered

Sycamore Class Autumn 1	The Romans	Understand what they read by Checking that the text 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.   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 main ideas drawn from more than one paragraph and summarising those Identifying how language, 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.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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.  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	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.	the text layout and presentation add to meaning.  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.	Slave Baths Cruel Reputation Palace Aqueduct Mistress Litter Subligari Mamillares Caldarium Revolt

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. 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.	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.  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 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	Quaking Weasel Portcullis Unfurled Fearless Approval Spears Rooted Lumbered Filmed Agility Slugged Cowering

Sycamore Class Autumn 2	Glitter Gladiator 2 - Ciaran Murtagh	Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  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.	Compare- Understand simple similarities and differences between different books and authors  Structure and Presentation - Understand how the text layout and presentation add to meaning.  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.	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. 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.	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.  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.	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.	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 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 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. 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.	Evergreen Symbolised Dreary Extravagant Delicacies Medicinal Affluent Dampen Constant
Sycamore Class Spring 1	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	Scientist Test tube Volcanologist Fieldwork Erupt Lava Abseil Lava bomb Toxic Inactive
Sycamore Class Spring 1	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	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.  Infer - 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.  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
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, nonfiction, 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.  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.	nerve centre insist abide churning whirlpool a dozen weeping willows, alders rhododendrons gallon flabbergasted Staggered dumbfounded bewildered bowled over

Sycamore Class Spring 2	The Firework Maker's Daughter 1 – Philip Pullman Chapter 1	Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.  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.	Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.  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

Sycamore Class Spring 2	Animal Migrations 1 - Camilla de la Bedoyere	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.   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.	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.	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. 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	Smothered scorching  Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves
		<ul> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.	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. 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.	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, nonfiction, 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.	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, nonfiction, reference and text books Read books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative considering impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Meaning - Use a range of strategies to work out most unfamiliar words.  Infer - Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.  Predict - Predict what might happen in increasingly complex texts using evidence from the text.  Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts.  Summarise- Summarise what has happened in a text, using themes from paragraphs to help them.  Evaluate- Evaluate how authors use language including figurative language, considering the impact on the reader.  Compare- Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.  Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	Desolate Quarry Strewn Stagnant Sheer Crowning Foursquare Boulders Thickets Bramble Swerved Battlements
Sycamore Class Summer 1	Oliver Twist – Charles Dickens	Y5 Reading Comprehension  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.  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.	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, nonfiction, 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.	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, nonfiction, 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
Sycamore Class Summer 2	Canyon Dam Poem - W. Elders	Y5 Reading Comprehension Ontinue 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.	Summit Isostatic Vulcan Irrigate Restrain Surge

		<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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, nonfiction, 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, nonfiction, 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.	

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1		Discuss and evaluate how authors use language, including figurative considering impact     an the reader.		Compare- Compare and discuss events, structures, issues, characters and plots of	
		<ul><li>on the reader</li><li>Distinguish between statements of fact and opinion</li></ul>		structures, issues, characters and plots of stories, poems and information texts.	
		Retrieve, record and present information from non-fiction		Structure and Presentation - Identify and	
		Participate in discussions building on their own and others' ideas and challenging views		discuss how different organisational structures	
		courteously		in texts add to the meaning.	
		Provide reasoned justifications for their views.			
Sycamore	First Aid – Kate	Y5 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Use a range of strategies to work	Lukewarm
Class	Ruttle	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-	explore new vocabulary. Read and talk	out most unfamiliar words.	Infected
Summer 2		fiction, reference and text books	through text considering the audience and	Infer - Explain in more detail characters'	Swelling
		Read books that are structured in different ways and reading for a range of purposes	purpose.	thoughts, feelings or reasons for their action	Compress
		Increasing their familiarity with a wide range of books, including myths, legends and	Ward Datastinas Information national	using evidence from the text.	Discourages GP
		traditional stories, modern fiction, fiction from our literary heritage, and books from other	Word Detectives –Information retrieval using skimming and scanning skills.	Predict - Predict what might happen in increasingly complex texts using evidence from	Ligament
		cultures and traditions	daning and acanining axiis.	the text.	Tendon
		Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context	Thinking Caps – Inference skills – learning	Retrieve- Find and independently record	acronym
		Asking questions to improve their understanding	to read between the lines.	pertinent facts and information from fiction and	, ,
		Drawing inferences such as inferring characters' feelings, thoughts and motives from		non-fiction texts.	
		their actions, and justifying inferences with evidence	Building Blocks - Explain views and give	Summarise- Summarise what has happened in	
		Predicting what might happen from details stated and implied	evidence using the text.	a text, using themes from paragraphs to help	
		Summarising the main ideas drawn from more than one paragraph, identifying key	Points of View – Consider author's	them. <b>Evaluate-</b> Evaluate how authors use language	
		details that support the main ideas	choices, summarise and predict.	including figurative language, considering the	
		Identifying how language, structure and presentation contribute to meaning	choices, summanse and predict.	impact on the reader.	
		Discuss and evaluate how authors use language, including figurative considering impact		Compare- Compare and discuss events,	
		on the reader		structures, issues, characters and plots of	
		Distinguish between statements of fact and opinion     Paritive record and property information from non-fiction.		stories, poems and information texts.	
		Retrieve, record and present information from non-fiction     Participate in discussions building on their own and others' ideas and challenging views		Structure and Presentation - Identify and	
		courteously		discuss how different organisational structures	
		Provide reasoned justifications for their views.		in texts add to the meaning.	
Sycamore	Truth About	Y5 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Use a range of strategies to work	Molecules
<u>Class</u>	States of Matter	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-	explore new vocabulary. Read and talk	out most unfamiliar words.	Atoms
Summer 2	- Agnieszka	fiction, reference and text books	through text considering the audience and	Infer - Explain in more detail characters'	matter
	Biskup	Read books that are structured in different ways and reading for a range of purposes	purpose.	thoughts, feelings or reasons for their action using evidence from the text.	microscope
		Increasing their familiarity with a wide range of books, including myths, legends and traditional statics, made in fiction from any literary haritage, and health from other traditional statics.	Word Detectives –Information retrieval	Predict - Predict what might happen in	mass gravity
		traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	using skimming and scanning skills.	increasingly complex texts using evidence from	structure
		Check that the books makes sense to them, discussing their understanding and	aum g ama acammig ama	the text.	sodium
		exploring the meaning of words in context	Thinking Caps - Inference skills - learning	Retrieve- Find and independently record	Chlorine
		Asking questions to improve their understanding	to read between the lines.	pertinent facts and information from fiction and	Neutron
		Drawing inferences such as inferring characters' feelings, thoughts and motives from		non-fiction texts.	invisible
		their actions, and justifying inferences with evidence	Building Blocks – Explain views and give	Summarise- Summarise what has happened in	physics
		Predicting what might happen from details stated and implied	evidence using the text.	a text, using themes from paragraphs to help them.	
		Summarising the main ideas drawn from more than one paragraph, identifying key	Points of View – Consider author's	Evaluate- Evaluate how authors use language	
		details that support the main ideas	choices, summarise and predict.	including figurative language, considering the	
		Identifying how language, structure and presentation contribute to meaning     Discuss and evaluate how outbors use language, including figurative considering impact.	<u>'</u>	impact on the reader.	
		Discuss and evaluate how authors use language, including figurative considering impact on the reader		Compare- Compare and discuss events,	
		Distinguish between statements of fact and opinion		structures, issues, characters and plots of	
		Retrieve, record and present information from non-fiction		stories, poems and information texts.	
		Participate in discussions building on their own and others' ideas and challenging views		Structure and Presentation - Identify and discuss how different organisational structures	
		courteously		in texts add to the meaning.	
		Provide reasoned justifications for their views.		Ü	
Sycamore	Concrete	Y5 Reading Comprehension	Text and Talk - Understand the text and	Meaning - Use a range of strategies to work	Concrete
Class	Mixers - Patricia	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-	explore new vocabulary. Read and talk	out most unfamiliar words.	Elephant tenders
Summer 2	Hubble (poetry)	fiction, reference and text books	through text considering the audience and	Infer - Explain in more detail characters'	Ponderous Perch
		Read books that are structured in different ways and reading for a range of purposes	purpose.	thoughts, feelings or reasons for their action using evidence from the text.	Mahouts
İ				daing evidence normine text.	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 CLAS  Beech Class Autumn 1	Mayan Mystery – Nick Hunter	Year Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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, nonfiction, 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

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

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

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

		<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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, nonfiction, 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 induding 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, nonfiction, 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.	steel unusual character renewable decision accuracy assembled flex sway recycled extreme sheer

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

		<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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.	Foursquare Boulders Thickets Bramble Swerved Battlements
Beech Class Spring 1	Oliver Twist – Charles Dickens	Y5 Reading Comprehension  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.	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	Y5 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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.  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

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

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		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	Yes Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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, nonfiction, 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

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, nonfiction, 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 2	Deep Sea	Y6 Reading Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, 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 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, nonfiction, 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.  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.	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	<ul> <li>Y5 Reading Comprehension</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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, Communication and Language (Speaking) Literacy (Cor

 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.

Attention and Understanding

- 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-toone 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.

#### Literacy (Comprehension)

- 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, nonfiction, rhymes and poems and during role-play

### Literacy (Word Reading)

- 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.

# Personal, Social and Emotional Development (Managing Self)

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Year Group	Rationale for Unit of	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
	Learning				
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

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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<ul><li>Sequencing the story</li><li>Developing awareness of the wants of a character</li></ul>	

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

					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

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

Maple Class Spring 1	Rumble in the Jungle Giles Andreae (Poetry)	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.  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	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.      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	title author poet poem predict blurb poem
		<ul> <li>and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.	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 DuckJez 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

Maple Class Spring 2	Sea Rescue Deborah Chancellor (Non-fiction)	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.  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.	Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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

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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	With support, be able to talk about what might happen next, based on what they have read.  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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Sequencing the story Developing awareness of the wants of a character Check that text makes sense to them, self-correcting any inaccurate reading. Answer questions and make some inferences about what is being said and done. Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	delight carved chuckled character characteristics title blub
Maple Class Summer 1	Katie Morag Mairi Hedderwick	V1 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to 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.	

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				With support, be able to talk about what might happen next,
				based on what they have read.
Maple	Oliver's	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	Sequencing the story
Class	Vegetables	Listen to and discuss a wide range of stories at a level beyond that at	and talk through text considering the audience and purpose.	Developing awareness of the
Summer 1		which they can read independently	Word Detectives –Information retrieval using skimming and scanning	wants of a character
		Recognise and join in with predictable phrases     Discussing word meanings, linking new meanings to those already	skills.	Check that text makes sense to them, self-correcting any
		known		inaccurate reading.
		Drawing on what they already know or on background information	<u>Thinking Caps</u> – Inference skills – learning to read between the lines.	Answer questions and make
		and vocabulary provided by the teacher	Building Blocks – Explain views and give evidence using the text.	some inferences about what is
		Discussing the significance of the title and events.     Making inferences on the basis of what is being said and done	Explain views and give evidence using the text.	being said and done.  • Explain what has happened so
		Participate in discussion about what is read to them, taking turns and	Points of View - Consider author's choices, summarise and predict.	far in what they have read.
		listening to what others say.		With support, be able to talk
		Explain clearly their understanding of what is read to them.		about what might happen next,
Maple	Mouse's Big	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	based on what they have read.     Sequencing the story
Class	Day	Listen to and discuss a wide range of stories at a level beyond that at	and talk through text considering the audience and purpose.	Developing awareness of the
Summer 2		which they can read independently		wants of a character
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and scanning skills.	Check that text makes sense to
		Discussing word meanings, linking new meanings to those already known	SKIIIS.	them, self-correcting any inaccurate reading.
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the lines.	Answer questions and make
		and vocabulary provided by the teacher	Duilding Disable - Fundain visus and aire suideness vains the text	some inferences about what is
		Discussing the significance of the title and events.	Building Blocks – Explain views and give evidence using the text.	being said and done.
		Making inferences on the basis of what is being said and done     Participate in discussion about what is read to them, taking turns and	Points of View – Consider author's choices, summarise and predict.	Explain what has happened so far in what they have read.
		listening to what others say.		With support, be able to talk
		Explain clearly their understanding of what is read to them.		about what might happen next,
	T	V4.D. F		based on what they have read.
Maple Class	The Leaf Thief	Y1 Reading – comprehension     Listen to and discuss a wide range of stories at a level beyond that at	<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
Summer 2		which they can read independently		wants of a character
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and scanning	Check that text makes sense to
		Discussing word meanings, linking new meanings to those already	skills.	them, self-correcting any
		<ul> <li>known</li> <li>Drawing on what they already know or on background information</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	inaccurate reading.  • Answer questions and make
		and vocabulary provided by the teacher		some inferences about what is
		Discussing the significance of the title and events.	Building Blocks – Explain views and give evidence using the text.	being said and done.
		Making inferences on the basis of what is being said and done  Participate in discounting about what is presented to the second and done.	Points of View – Consider author's choices, summarise and predict.	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.		With support, be able to talk
		Explain clearly their understanding of what is read to them.		about what might happen next,
Manda	The Theor	V4 Danding annual project	Test and Tells - He denoted the test and surless account - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Delta - Del	based on what they have read.
Maple Class	The Three Horrid Pigs	Y1 Reading – comprehension  Listen to and discuss a wide range of stories at a level beyond that at	<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
Summer 2	. 101114 1 193	which they can read independently	and talk an ought took obtaining the addition did pulpoot.	wants of a character
		Recognise and join in with predictable phrases	Word Detectives –Information retrieval using skimming and scanning	Check that text makes sense to
		Discussing word meanings, linking new meanings to those already known	skills.	them, self-correcting any inaccurate reading.
		Drawing on what they already know or on background information	Thinking Caps – Inference skills – learning to read between the lines.	Answer questions and make
		and vocabulary provided by the teacher	B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III B III	some inferences about what is
		Discussing the significance of the title and events.	Building Blocks – Explain views and give evidence using the text.	being said and done.
		Making inferences on the basis of what is being said and done      Dattispate in discussion about what is read to them, taking turns and	Points of View – Consider author's choices, summarise and predict.	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.		With support, be able to talk
		Explain clearly their understanding of what is read to them.		about what might happen next,
1				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.	
SYCAMORE	CLASS			based on what they have road.	
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.  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.	Appalling Conduct Entire Humbly Uproar

Sycamore Class Autumn 1	Mr Majeika - Humphrey Carpenter	Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.  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 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.	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.  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	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered Tailed off Faintly
Sycamore	Mountains –	Predicting what might happen from details stated and implied  Identifying main ideas drawn from more than one paragraph and summarising those  Identifying how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction  Participate in discussion about books, taking turns and listening to others.  Y3 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	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.  Meaning - Read most unfamiliar	Steep
Class Autumn 1	Ruth Thompson	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of words they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books. Understand what they read by Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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.  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.	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.  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	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.  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	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.	differences.  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.	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.  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.	Guarded Raft Rag Craters

Sycamore Class Autumn 2	Are you Wasting Good Food? – Kate Ruttle	<ul> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> <li>Y3 Reading Comprehension</li> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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- 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.  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	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	Participate in discussion about books, taking turns and listening to others.  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.	differences.  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.	'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. 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.	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. 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
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.  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	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace

	T		T		ı
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		Summarise- Identify main ideas drawn from what has been read.	
		Predicting what might happen from details stated and implied		Evaluate- Identify how language,	
		Identifying main ideas drawn from more than one paragraph and		structure and presentation	
		summarising those		contribute to meaning.	
		Identifying how language, structure, and presentation contribute to		Compare- Make links between the	
		meaning		books and texts they have read,	
		Retrieve and record information from non-fiction		pointing out similarities and	
		Participate in discussion about books, taking turns and listening to others.		differences.	
Sycamore	The Ice	Y3 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	Meaning - Read most unfamiliar	Polar
Class	Dragons -	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction	and talk through text considering the audience and purpose.	words accurately, without undue	Icicles
Spring 1	Eric Finney	and reference or text books		hesitation, allowing them to focus on	Glassy
		Read books that are structured in different ways and reading for a range	Word Detectives –Information retrieval using skimming and scanning	their understanding.	Spire
		of purposes	skills.	Infer - Answer questions and make	Eerie
		Use dictionaries to check the meaning of words they have read		some inferences, referring to	Endless
		Increase their familiarity with a wide range of books, including fairy	Thinking Caps – Inference skills – learning to read between the lines.	evidence from the text.	Bleak
		stories, myths and legends, and retelling some of these orally		Predict - Make a plausible	Neath
		Identify themes and conventions in a wide range of books.	Building Blocks – Explain views and give evidence using the text.	prediction about what might happen	Domes
		Understand what they read by	Dointe of View Consider outhor's shaires summaries and and in-	and justify it on the basis of what	Everlasting Tale
		Checking that the text makes sense to them, discussing their	Points of View – Consider author's choices, summarise and predict.	has been read so far.  Retrieve- Retrieve and record	Arctic circle
		understanding and explaining the meaning of words in context		information from both fiction and	Arctic circle
		Asking questions to improve their understanding of a text		non-fiction	
		Drawing inferences such as inferring characters' feelings, thoughts and		Summarise- Identify main ideas	
		motives from their actions, and justifying inferences with evidence		drawn from what has been read.	
		Predicting what might happen from details stated and implied		Evaluate- Identify how language,	
		Identifying main ideas drawn from more than one paragraph and		structure and presentation	
		summarising those		contribute to meaning.	
		Identifying how language, structure, and presentation contribute to		Compare- Make links between the	
		meaning		books and texts they have read,	
		Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.		pointing out similarities and	
	11. ( T.: )	· · · · · · · · · · · · · · · · · · ·	T. C. ITH. H. L. C. Id. C. C. I. I. I. B. I.	differences.	A 1 - 20 - 11
Sycamore Class	How to Train Your Dragon	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	<b>Meaning -</b> Work out the meaning of words based on the context in which	Admittedly Tradition
Spring 1	1 - Cressida	and reference or text books	and talk through text considering the addience and purpose.	they are written. Self-correct	Dramatically
opinig i	Cowell	Read books that are structured in different ways and reading for a range	Word Detectives –Information retrieval using skimming and scanning	consistently.	Suffering
	Cowon	of purposes	skills.	Infer - Tell how a character is	Scallops
		Use dictionaries to check the meaning of words they have read		feeling, thinking and acting, finding	Bellowed
		Increase their familiarity with a wide range of books, including fairy	Thinking Caps – Inference skills – learning to read between the lines.	the evidence from the text.	Lesser
		stories, myths and legends, and retelling some of these orally		Predict - Using details stated or	Hawks
		Identify themes and conventions in a wide range of books.	Building Blocks - Explain views and give evidence using the text.	implied, predict what will happen in	Tame
		Understand what they read by		a text.	Solemnly
		Checking that the text makes sense to them, discussing their	Points of View – Consider author's choices, summarise and predict.	Retrieve- Confidently retrieve and	Initiation
		understanding and explaining the meaning of words in context		record information from both fiction	Courage
		Asking questions to improve their understanding of a text		and non-fiction, including cross-	Scenic
		Drawing inferences such as inferring characters' feelings, thoughts and		curricular texts.	Loomed
		motives from their actions, and justifying inferences with evidence		Summarise- Identify main ideas drawn from more than one	Sinister Swarmed
		Predicting what might happen from details stated and implied		paragraph and summarise these.	Cacophony
		Identifying main ideas drawn from more than one paragraph and		<b>Evaluate</b> Contribute reasoned	Hibernating
		summarising those		comments/ opinions in discussions	Ominous
		Identifying how language, structure, and presentation contribute to		about the language used by the	Rumble
		meaning		author.	
		Retrieve and record information from non-fiction		Compare- Understand simple	
		Participate in discussion about books, taking turns and listening to others.		similarities and differences between	
				different books and authors	
				Structure and Presentation -	
				Structure and Presentation - Understand how the text layout and presentation add to meaning.	

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 lentify themes and conventions in a wide range of books.  Understand what they read by Checking that the text 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 - 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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	Lumber Brute Cunning Lurk Mountainous Alert Landscapes Hurl Fooled Especially Traveller Ambush Burrows Precious

Sycamore Class Spring 2	My Shadow	<ul> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul> Y4 Reading Comprehension <ul> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Text and Talk — Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to 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 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.  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	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.	presentation add to meaning.  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		pointing out similarities and	
Sycamore Class Summer 1	Senses	Participate in discussion about books, taking turns and listening to others.  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	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.	presentation add to meaning.  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 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.  Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text.	Delay Plunging Jet Adjusted Vague Hobbled Peering Billowing Grumbled

		Understand what they read by Checking that the text 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. 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.	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.  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.	Guitarist Songwriter Record producer Composer Venue Audition Studio Simultaneously Debut Single Set Performance Popular

Sycamore Class Summer 2	The Sound Collector - Roger McGough	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.   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.	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.  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 and 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.  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.	Troublesome Rheumatism Raven Springs Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered

Sycamore Class Summer 2	The Scarecrow and his Servant 2 - Philip Pullman	Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.      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.	Compare- Understand simple similarities and differences between different books and authors  Structure and Presentation - Understand how the text layout and presentation add to meaning.  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.	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.  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.	Gaunt Fort Glower Granite Deed Transform Summon Conjure Swathed eerie

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 CLAS					
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,

Beech Class Autumn 1	Granny – Anthony Horowitz	<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul> Y5 Reading Comprehension <ul> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts an</li></ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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 nonfiction 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.  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 nonfiction texts.  Summarise- Summarise what has happened in a text, using themes from paragraphs to help them.	murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly, determined, curling  Theft Victim Dozed off It'th a scandal Ferocious Alsatian Angular Drooling Pads Gestured Peered Rapidly decomposing
		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.		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	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,	Text and Talk – Understand the 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.	Bog Iron-clad Scales Arwour Bulged Ridge
		legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.	<b>Predict -</b> Predict what might happen in increasingly complex texts using evidence from the text.	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 nonfiction 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. 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 nonfiction 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction texts.	Vibrating Displeased Reluctantly Permission Aroma Mingled Annual Squirming Headquarters Suspicious Roaming Limping Brim

Beech Class Autumn 2	How to Design the World's Best Rollercoaster – Getting Started – Paul Mason	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.   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 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.	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.  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 nonfiction texts.  Summarise- Summarise what has happened in a text, using themes from paragraphs to help them.  Evaluate- Evaluate how authors use 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	Plunge Top-ranked Let your imagination rip Must-ride list Train survey
		Provide reasoned justifications for their views.			
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 nonfiction 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

Beech Class Autumn 2	Charles Darwin	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.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.  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 nonfiction 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 -	Theory Evolution Reluctant Controversial Offspring Characteristics Species Evolves Polluted
Beech Class Autumn 2	Darwin's Dragons - Lindsay Galvin	challenging views courteously Provide reasoned justifications for their views.  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 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.	Understand how language, structure and presentation contribute to the meaning of a 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 nonfiction texts.  Summarise - Summarise main ideas, identifying key details and using quotations for illustration.  Evaluate- Evaluate how authors use 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction 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 nonfiction 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 nonfiction 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 nonfiction 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	<ul> <li>Y5 Reading Comprehension</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> </ul>	Text and Talk – Understand the 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

Beech Class Spring 1	The Silver Sword – lan Serralier	<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> <li>Y6 Reading Comprehension</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and mot</li></ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives – Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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 nonfiction 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.  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 nonfiction 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 nonfiction 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. 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 nonfiction 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction texts.	Threatening Monitors Humidity Air Purity Sensors Faintly Vacuum- sealed Dissertation Transition Zone Blur Window sill

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		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 nonfiction 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

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Beech Class Spring 2	Mehy and the Great Pyramid - – Nicolas Brasch	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.  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.	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.  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 nonfiction 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 -	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.	and presentation contribute to the meaning of a 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 nonfiction 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

		Provide reasoned justifications for their views.		and presentation contribute to the	
<u> </u>	1	,		meaning of a text.	<del>_</del> ,
Beech Class Summer 1	Into the Labyrinth Benjamin Hume-Cross	Yes 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 nonfiction 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning	Meaning - Read aloud with intonation that demonstrates understanding. Infer - Explain and discuss their	Extract Campaigned Stench Terrorists
		of purposes	skills.	understanding of what they have	Tailboard

Beech Class Summer 1	Orange's in No Man's Land - Elizabeth Laird	<ul> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> <li>Y6 Reading Comprehension</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied<th>Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.</th><th>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 nonfiction 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.  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 nonfiction 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.</th><th>Beirut Opposite Amazement Gaping holes Magnificent</th></li></ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	read, drawing inferences and justifying these with evidence.  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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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	Refugee Migrant Persecution

		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		information from fiction and non- fiction texts.	
		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		Summarise - Summarise main ideas, identifying key details and using quotations for illustration.  Evaluate- Evaluate how authors use language, including figurative least the impact on the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of th	
		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		language, considering the impact on the reader. <b>Compare-</b> Make comparisons within and across books/authors by giving examples of similarities/differences.	
Beech	There's a	challenging views courteously Provide reasoned justifications for their views.  Y6 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read	Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.  Meaning - Read aloud	Mumbled
Class Summer 2	Boy in the Girl's Bathroom – Louis Sachar	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	and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.	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.	Awkwardly Distorted Smile Recess
Basel		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 nonfiction 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.	Coosish
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 nonfiction 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		language, considering the impact on	
		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.		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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 nonfiction 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.

#### <u>Communication and Language</u> (Listening, Attention and Understanding

- 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

#### Communication and Language (Speaking)

- Participate in small group, class and one-toone 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.

## Literacy (Comprehension)

- 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

### Literacy (Word Reading)

- 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.

# Personal, Social and Emotional Development (Managing Self)

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

teacher and	peers.	and support from their teacher.			
Year Group	Rationale for Unit	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
	of Learning				
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 tur 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	<ul> <li>Y1 Reading – comprehension</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Recognise and join in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking tur and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	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.     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 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,	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
			summarise and predict.		
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	Oliver's Fruit Salad	Y1 Reading – comprehension	Text and Talk – Understand the text and explore new	Sequencing the story	
Class Summer 2		<ul> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> <li>Recognise and join in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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,		
Willer	The Coell	V4 Deading comprehension	summarise and predict.	O construction that the same	title
Willows Class Summer 2	The Snail and the Whale - Julia Donaldson	<ul> <li>Y1 Reading – comprehension</li> <li>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</li> </ul>	<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     Check that text makes sense to them, self-correcting	title author predict
		<ul> <li>Recognise and join in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Drawing on what they already know or on background</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.	<ul> <li>any inaccurate reading.</li> <li>Answer questions and make some inferences about what is being said and done.</li> <li>Explain what has happened so far in what they have</li> </ul>	blurb rhyme gaze dock
		<ul> <li>information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence	<ul> <li>read.</li> <li>With support, be able to talk about what might happen next, based on what they have read.</li> </ul>	flock
		<ul> <li>and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	Points of View – Consider author's choices, summarise and predict.		
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	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     Check that text makes sense to them, self-correcting any inaccurate reading.	rotting trash tentacles frothy
		<ul> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read	Answer questions and make some inferences about what is being said and done.     Explain what has happened so far in what they have read.	Hoomans plaiting character author
		<ul> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	between the lines.  Building Blocks – Explain views and give evidence using the text.	With support, be able to talk about what might happen next, based on what they have read.	rhyme environment responsible
		Explain clearly their understanding of what is read to them.	Points of View – Consider author's choices, summarise and predict.		
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	<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     Check that text makes sense to them, self-correcting any inaccurate reading.	
		Discussing word meanings, linking new meanings to those already known     Drawing on what they already know or on background	Word Detectives —Information retrieval using skimming and scanning skills.	Answer questions and make some inferences about what is being said and done.     Explain what has happened so far in what they have	
		<ul> <li>information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence	With support, be able to talk about what might happen next, based on what they have read.	
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	using the text.  • Points of View – Consider author's choices,		
14,000	0 " 1 "		summarise and predict.		
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	<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     Check that text makes sense to them, self-correcting any inaccurate reading.	
		Discussing word meanings, linking new meanings to those already known     Drawing on what they already know or on background	Word Detectives —Information retrieval using skimming and scanning skills.	Answer questions and make some inferences about what is being said and done.      Explain what has happened so far in what they have	
		<ul> <li>information and vocabulary provided by the teacher</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	Thinking Caps – Inference skills – learning to read between the lines.	read.  With support, be able to talk about what might happen next, based on what they have read.	
		<ul> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	Building Blocks – Explain views and give evidence using the text.		

			Points of View – Consider author's choices, summarise and predict.		
Willows Class Summer 2	Seaside Poem	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.	Points of View – Consider author's choices,	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	summarise and predict.  Skills/Processes	Essential Knowledge	Vocabulary
MAPLE CLAS					
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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	to and those that they read for themselves.  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.	Rough and tumbles Tease Awful Chilling Rascal

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		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	<ul> <li>Y2 Reading – comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

Maple Class Autumn 1	Big Cat, Little Cat – Lisa Regan	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Autumn 1	Continents	<ul> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> </ul>	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Permanently Countries Scientists Grouped

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

Maple Class Autumn 2	There's No Such Thing as a Dragon	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Annswering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they already know or on background informa</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.	Knelt Swirled Glinted Sword Disappeared Trembled Creaked Bought
Class Autumn 2	Else – Kathryn Cave	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Brought

Maple Class Autumn 2	The Snowman – Wes Magee	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading – comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Autumn 2	Cat's Christmas – Anne Fine	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Festival Tempting Dangly Decorations Glorious Glittering Garage tinsel

		<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> </ul>	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	P2 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

Maple Class Spring 1	The City Farm – Brian Moses	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading - comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they already know or on background informat</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Spring 1	the lion – Kate Ruttle	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Encourage Visitors Weak Enough Notice

Maple Class Spring 1	The Fox and the Cockerel – Kate Ruttle	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading – comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Spring 1	Fyleman	<ul> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> </ul>	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Nibble

Maple Class Spring 2	Here to Help - Police - Rachel Blount	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Spring 2	– Firefighter - Rachel Blount	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	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	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.		Restaurant Apparatus
		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.			
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

Maple Class Spring 2	Planting Bulbs – Kate Ruttle	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
Class Summer 1	Oceans – Izzi Howell	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Surface Lake Connected Several Coastline Pebbles

Maple Class Summer 1	Eruption – Anita Ganeri	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.  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	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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	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

Maple Class Summer 1	The Island of Serpents – Linda Chapman	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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.	Explains Creels Harbour Ferry Terminal Tourist Centre Coastal path Coastline  Island Mermaids Drown Yawn Block Earphones Tide Shivered
Class Summer 1	the Dragon – Chris Wormell	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.	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	Fiery Breath Castle Sweep Monstrous Fierce

Maple Class Summer 1	Penguins - – Ione Branton	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading – comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information</li> </ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.	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.	Southern hemisphere Flightless Antarctica Emperor African Australia
Class		Explain and discuss their understanding of books both those they listen to and those that they read for themselves.  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	vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming	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	hemisphere Flightless Antarctica Emperor African
Maple Class Summer 1	Sophie's Snail - Dick King-Smith	and those that they read for themselves.  Y2 Reading – comprehension  Develop pleasure in reading, motivation to read, vocabulary and understanding by:	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	Twins Exactly Slightest
		<ul> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> </ul>	Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.	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.	Seriously Couple Sticky Muscle Loads

Maple Class Summer 2	All the Way to Toy Town – Enid Blyton	<ul> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what may happen on the basis of what has been read so far</li> <li>Participate in discussion about the books, taking turns and listening to others</li> <li>Explain and discuss their understanding of books both those they listen to and those that they read for themselves.</li> <li>Y2 Reading — comprehension</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words, linking new meaning to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Continuing to build up a repertoire of poems learnt by heart.</li> <li>Understand both the books that they c</li></ul>	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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
		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.			
Maple Class Summer 2	Wind in The Willows ) – Kenneth	Y2 Reading – comprehension  Develop pleasure in reading, motivation to read, vocabulary and understanding by:  Listed to the second expression views about a wide read of	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.	Toad Announced Convince Dangerous
	Grahame	<ul> <li>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.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> </ul>	Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.	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.	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.	Building Blocks – Explain views and give evidence using the text.  Points of View – 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	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 Summer 2	What Was London Like Before 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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text 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.	City Parliament Westminster Thames Southwark Waste Merchants trading brought

Maple Class Summer 2	What Was London Like After the Great Fire of London? – Kate Ruttle	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.  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	Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	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 CI	LASS_	and those that they read for themselves.			
Sycamore	Now Sahaal	Y3 Reading Comprehension	Toyt and Talk - Understand the toyt and evalure saw	Magning - Pood most unfamiliar words coourately	Skits
Sycamore Class Autumn 1	New School	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books     Read books 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.	Headmaster

_		T	T		
Sugarraya	Navi	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books.  Understand what they read by Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising those Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books, taking turns and listening to others.	Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Predict - Make a plausible prediction about what might happen and justify it on the basis of what has been read so far.  Retrieve- Retrieve and record information from both fiction and non-fiction  Summarise- Identify main ideas drawn from what has been read.  Evaluate- Identify how language, structure and presentation contribute to meaning.  Compare- Make links between the books and texts they have read, pointing out similarities and differences.	Dranged
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.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

		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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using 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.  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.	Whooph whooph Stuffs Puffs Yells Bobs Flaps

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

		<ul> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Thinking Caps – Inference skills – learning to 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

		Participate in discussion about books, taking turns and listening to others.			
Sycamore Class Spring 1  Sycamore	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.  Text and Talk – Understand the text and explore new	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
Class Spring 1	Migrations 1  - Camilla de la Bedoyere	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books  Read books that are structured in different ways and reading for a range of purposes  Use dictionaries to check the meaning of words they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books.  Understand what they read by Checking that the text 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.	wocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read between the lines.  Building Blocks — Explain views and give evidence using the text.  Points of View — Consider author's choices, summarise and predict.	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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using 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.  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

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Suggested	The World –	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence     Predicting what might happen from details stated and implied     Identifying main ideas drawn from more than one paragraph and summarising those     Identifying how language, structure, and presentation contribute to meaning     Retrieve and record information from non-fiction     Participate in discussion about books, taking turns and listening to others.  Y3 Reading Comprehension	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.	Continue
Sycamore Class Spring 2	Kate Ruttle	Steading 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 ldentify themes and conventions in a wide range of books.     Understand what they read by     Checking that the text 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

		<ul> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising those</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, taking turns and listening to others.</li> </ul>	Thinking Caps – Inference skills – learning to 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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard

		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.  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.	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.  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.	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.  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.	Household Triumph Tossed Sulk Flocked Spectacle Sedan chairs Senators Dignitaries Em,peror Laurel Bearers Floats Procession

	1		I Branco Oran Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control	1	I
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence     Predicting what might happen from details stated and implied     Identifying main ideas drawn from more than one paragraph and summarising those     Identifying how language, 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.  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.	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.  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.	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  Sycamore	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.  Text and Talk – Understand the text and explore new	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 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.  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
BEECH CLAS	<u>s</u>				
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.  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.	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	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	Provide reasoned justifications for their views.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

Beech Class Autumn 1	Oliver Twist  — Charles Dickens	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.  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.	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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	Concrete Elephant tenders Ponderous Perch Mahouts Trough Bulging Urban

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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 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  I dentifying 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 - 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text 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.  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.	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.	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	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  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 and presentation contribute to the meaning of a text.	Grimacing Ferocious Sun Shriek Dashboard Reliable
Beech Class Autumn 2	The Explorer 2 - Katherine Rundell	Provide reasoned justifications for their views.  Ye 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 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

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

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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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	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 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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 2	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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

Beech Class Spring 2	A Super Sleuth's Manual 1 - – Jillian Powell	<ul> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> <li>Y6 Reading Comprehension</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative considering impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justifications for their views.</li> </ul>	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a 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.  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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives —Information retrieval using skimming and scanning skills.  Thinking Caps — Inference skills — learning to read 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.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor

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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read between the lines.  Building Blocks – Explain views and give evidence using the text.  Points of View – Consider author's choices, summarise and predict.	Meaning - Read aloud with intonation that demonstrates understanding. Infer - Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.  Predict - Predict what might happen from details stated and implied.  Retrieve- Find and independently record pertinent facts and information from fiction and non-fiction texts.  Summarise - Summarise main ideas, identifying key details and using quotations for illustration.  Evaluate- Evaluate how authors use language, including figurative language, considering the impact on the reader.  Compare- Make comparisons within and across books/authors by giving examples of similarities/differences.  Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a text.	Assignment Reluctant Kraken Spouted Livery Tender Vapour
Beech Class Spring 2	The Highland Falcon Thief 2 by M G Leonard and Sam Sedgman	Provide reasoned justifications for their views.  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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text 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.	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	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 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.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.  Word Detectives –Information retrieval using skimming and scanning skills.  Thinking Caps – Inference skills – learning to read 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.	Theory Evolution Reluctant Controversial Object to Adapt Predators Equipped Offspring Characteristics Over many generations Species Evolves Agility It was hailed Commonly held belief

Beech Class Summer 1	The First Hominids – Kate Ruttle	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.  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.	Structure and Presentation - Understand how language, structure and presentation contribute to the meaning of a 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.  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.	Polluted Extinct  Hominids Plentiful Jointed Obtained Scavenging
Beech Class Summer 1	Deep Sea	Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.  Ye 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 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	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.  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.	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.  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.	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		Structure and Presentation - Identify and discuss how different organisational structures in texts add to the meaning.	
		challenging views courteously			
Beech Class Summer 2	Pig Heart Boy 3 - Malorie Blackman	Provide reasoned justifications for their views.  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.	Medical history Controversy Eminent Surgeon Immunologist Pioneering techniques Rejection Deliberation