

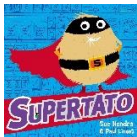
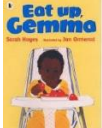





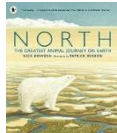







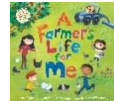
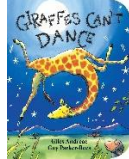
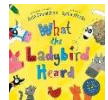



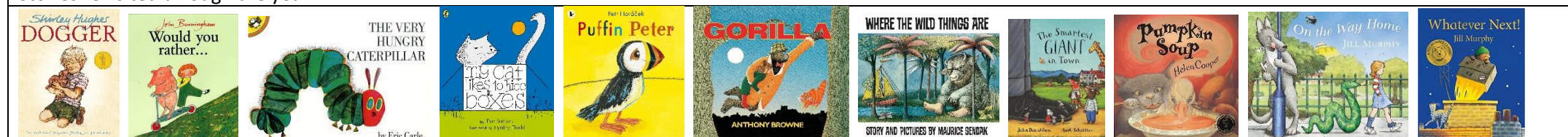


St Denys Primary School Reading Whole School Overview

Year R

Reading	<p>Understand that print carries meaning and in English it is read from left to right and top to bottom</p> <p>Daily Synthetic Phonics – following Letters and Sound progression</p> <p>Reading input following lesson flowchart</p> <p>Daily opportunities to apply phonics and reading skills within child-initiated learning</p> <p>1:1 reading of fully decodable books matched to need:</p> <p>Reading for pleasure, fluency and vocabulary development through daily ‘Talk through Stories’ sessions</p> <p>Singing and poetry daily</p> <p>Orally predict and infer about characters and stories shared</p> <p>Know authors write for different purposes and audiences</p>					
	Phonics					
	Phase 1 / 2 Sounds learned: s a t p i n m d g o	Phase 2 Sounds learned: c k c k e u r h b f f l l l	Phase 3 Sounds learned: J x v w y z q u sh ch th ng ai	Phase 3 Sounds learned: ee igh oa oo/o oar or ur ow oi	Phase 3 Sounds learned: ear air ure er	Phase 4 focus on reading captions and longer sentences
Talk-Through Stories (Topic books)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	  	    	   	   	   	  

Stories revisited through the year



St Denys Primary School Reading Whole School Overview

St Denys Primary School Reading Whole School Overview

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Daily Synthetic Phonics – following Bug Club progression Application of phonics within reading 1:1 reading of fully decodable books matched to need - Bug Club (home reading) Reading for pleasure, fluency and vocabulary development through daily ‘Talk through Stories’ sessions Singing and poetry daily Orally predict and infer about characters and stories shared, exploring reasons for their views Know that authors write in different ways for different purposes and audiences					
	Decoding - apply Phonics Focus skill: Prediction	Decoding - apply Phonics Focus skill: Prediction	Decoding - apply Phonics Focus skill: Retrieval	Decoding - apply Phonics Focus skill: Retrieval	Decoding - apply Phonics Focus skill: Inference	Decoding - apply Phonics Focus skill: Inference
	Phonics					

St Denys Primary School Reading Whole School Overview

	<p>Phase 3 & 4 consolidation</p> <p>The children will be able to read and write: s a t p i n m d g o c k ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Adjacent consonants (beginning words): tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sk, sn, nch, scr, shr, thr, str</p> <p>Adjacent consonants (ending words): nd, mp, nt, nk, ft, st, sk, lt, lp, lf, lk, pt, xt,</p> <p>to, the, no, go, I, into, her me, be, he, my by, she, they, we, are you, all, was, give, live said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p>Phase 4 and Phase 5</p> <p>The children will be able to read and write: All Reception + wh, ph, ay, a_e, eigh, ey, ei, ea, e_e, ie, ey, y oh, their, people, Mr, Mrs, Ms, looked, called, asked</p>	<p>Phase 5</p> <p>The children will be able to read and write: All Reception + wh, ph, ay, a_e, eigh, ey, ei, ea, e_e, ie, ey, y ie, i_e, y, igh, ow, o_e, o, oe, ew, ue, u_e, u/oul</p> <p>oh, their, people, Mr, Mrs, Ms, looked, called, asked water, where, who, again, thought, through</p>	<p>Phase 5</p> <p>The children will be able to read and write: All Reception + wh, ph, ay, a_e, eigh, ey, ei, ea, e_e, ie, ey, y ie, i_e, y, igh, ow, o_e, o, oe, ew, ue, u_e, u/oul aw, au, al, ir, er, ear, ou, oy,</p> <p>oh, their, people, Mr, Mrs, Ms, looked, called, asked work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many</p>	<p>Phase 5</p> <p>The children will be able to read and write: All Reception + wh, ph, ay, a_e, eigh, ey, ei, ea, e_e, ie, ey, y ie, i_e, y, igh, ow, o_e, o, oe, ew, ue, u_e, u/oul aw, au, al, ir, er, ear, ou, oy, ere, eer, are, ear, c, k, ck, ch, c (e), c(i), c(y), sc, st(l), se</p> <p>oh, their, people, Mr, Mrs, Ms, looked, called, asked water, where, who, again, thought, through work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many eyes, friends, two, once, great, clothes</p>	<p>Phase 5</p> <p>The children will be able to read and write: All Reception + wh, ph, ay, a_e, eigh, ey, ei, ea, e_e, ie, ey, y ie, i_e, y, igh, ow, o_e, o, oe, ew, ue, u_e, u/oul aw, au, al, ir, er, ear, ou, oy, ere, eer, are, ear, c, k, ck, ch, c (e), c(i), c(y), sc, st(l), se g (e), g(i), g(y), dge, le, mb, kn, gn, wr, tch, sh, ea, zh, w(a), o</p> <p>oh, their, people, Mr, Mrs, Ms, looked, called, asked water, where, who, again, thought, through work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many eyes, friends, two, once, great, clothes it's, I'm, I'll, I've, don't, can't, didn't, first, second, third.</p>
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St Denys Primary School Reading Whole School Overview

Talk-Through Stories	Focus authors: Oliver Jeffers, Shirley Hughes	Focus authors: Oliver Jeffers, Jill Murphy, Simon Bertram Space themed stories	Focus authors: Mini Grey, Nathan Bryon, Sue Hendra & Paul Linnet Traditional nursery rhymes	Focus authors: Michael Rosen Season & spring themed books Paddington books (Michael Bond)	Focus authors: Chitra Soundar, Traditional tales from a range of cultures	Focus authors: Jill Tomlinson Animal fiction (picture books)
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St Denys Primary School Reading Whole School Overview

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> Daily Synthetic Phonics – following Letters and Sound progression (Teach Phase 6 with consolidation of prior phases) Application of phonics within reading input following lesson flowchart 1:1 reading of fully decodable books matched to need: To read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes Read many CEW words When reading aloud, use punctuation to aid fluency and meaning Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent Reading for pleasure, fluency and vocabulary development through daily ‘Talk through Stories’ sessions Discuss and clarify meanings of words, linking new meanings to known vocabulary Listen to, discuss and express views about a wide range of poetry, stories and nonfiction at a level beyond which they can read Consider how authors write for a range of purposes and audiences 					
	<ul style="list-style-type: none"> Check a text, which they can read fluently and accurately, makes sense to them Explain and discuss their understanding of books Recognise simple recurring language Retrieve information from texts Discuss favourite words and phrases 	<ul style="list-style-type: none"> Read accurately by blending sounds that contain graphemes taught - recognising alternative sounds for graphemes Read accurately words of two or more syllables Summarise and sequence stories Discuss themes in stories and answer retrieval Qs 	<ul style="list-style-type: none"> Read words containing common suffixes NF books structured in different ways Make inferences and give reasons for their views based on the text Discuss sequence of events and how information is related Make links between texts 	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading Check that the text makes sense to them as they read and correcting inaccurate reading Ask questions about what they have read or books shared 	<ul style="list-style-type: none"> Make links and comparisons between stories and characters Make inferences based on what is being said and done and give reasons for their views based on the text Predict what might happen 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wider range of stories Make inferences based on what is being said and done and give reasons for their views based on the text Make predictions based upon what has been read

St Denys Primary School Reading Whole School Overview

Talk-Through Stories	<p>Fiction Claude in the City Alex T Smith Claude in the Country Alex T Smith Goldilocks and the Three Bears Jack and the Beanstalk The Three Little Pigs Little Red Riding Hood The Gingerbread Man</p>	<p>Fiction Bedtime for Monsters by Ed Vere Emily Brown and the Thing by Cressida Cowell Ogres don't Dance by Ann Carey Other Chris Judge books - Tin, The Great Explorer and The Snow Beast)</p> <p>Non-fiction Life Cycles (set of books) by Camilla de la Bedoyere</p> <ul style="list-style-type: none"> • Dog • Penguin • Frog • Shark • Butterfly • Chicken • Snake 	<p>Fiction Lila and the Secret of Rain by David Conway and Jude Daly The Day the Rains Fell Anne Faundez My Name is not Refugee by Kate Milner The Same but Different Too by Karl Newson TingaTinga Tales – Why the Elephant has a Trunk by Claudia Lloyd</p> <p>Non-fiction Lions by Valerie Bodden African Elephant by Dr Festus W. Iwagi Leopards by Claire Throp Elephants are Awesome by Martha E. E. Rustad</p>	<p>Fiction The Adventures of Egg Box Dragon by Richard Adams Pigeon P.I. by Meg McLaren Inspector Brunswick: The Case of the Missing Eyebrow by Angela Keoghan and Chris Lam Sam Hermelin: The Detective Mouse by Mini Grey The Detective Dog by Julia Donaldson and Sara Ogilvie The Lost Property Office by Emily Rand</p> <p>Non-fiction Who lives in the Ocean by Jenny Fretland VanVoorst Who lives in the Desert by Jenny Fretland VanVoorst Who lives in the Rainforest by Susan Canizares and Mary Reid Who lives in the Arctic by Susan Canizares and Pamela Chanko</p> <p>Poetry Zim Zam Zoom by James Carter Beware by James Carter</p>	<p>Fiction The Hodgeheg by Dick King Smith The Sheep Pig by Dick King Smith A hedgehog story – The trip away from trouble by Abner Harris Wide awake hedgehog by Rosie Wellesley The Hungry Hedgehog by Angie Anderson</p> <p>Non-fiction The Hedgehog book by Hugh Warwick All things hedgehogs for kids Facts about hedgehogs by Penny Quill</p>	<p>Fiction The bee who spoke by Al MacCuish The very grumpy bumblebee by John Shepherd The bee who got stuck by Helen Louise Pearce At the bottom of Dudley's garden by Dina Mason Eagers</p> <p>Non-fiction All things bees for kids Educational book of life-cycles – bees Buzz-bee – national geographic Learn about bees by Goss Castle The Bee Book by Charlotte Milner.</p>
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St Denys Primary School Reading Whole School Overview

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> Daily Synthetic Phonics to ensure phase 2 – 6 are embedded, following Bug Club progression Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent 1:1 reading of fully decodable books Weekly fluency reading Daily reading for pleasure Discuss and clarify meanings of words, linking new meanings to known vocabulary, and using a ‘tiered vocabulary’ approach, including pre-teaching of essential vocabulary Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss the structure of narrative texts shared with an awareness of how different stories begin, progress (middle) and end Consider how authors write for a range of purposes and audiences and authorial devices used Guided reading groups x1 weekly with an adult in addition to whole class written guided reading sessions. 					
	<ul style="list-style-type: none"> Identifying themes and conventions in a wide range of books Discussing words and phrases that capture the reader’s interest and imagination Authorial intent – how does the author create drama through their choice of vocabulary? 	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader’s interest and imagination Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Develop positive attitudes to reading by preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Using dictionaries to check the meaning of words that they have read Reading books that are structured in different ways and reading for a range of purposes Retrieve and record information from non-fiction identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than 1 paragraph and summarising these Discussing words and phrases that capture the reader’s interest and imagination Develop positive attitudes to reading by preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Recognising some different forms of poetry [for example, free verse, narrative poetry] Reading and performing poetry with intonation for effect Retrieve and record information from non-fiction identifying how language, structure, and presentation contribute to meaning Develop positive attitudes to reading by preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

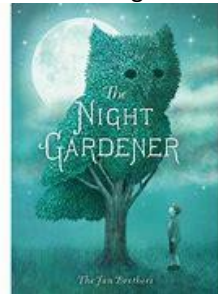
St Denys Primary School Reading Whole School Overview

Whole Class Texts

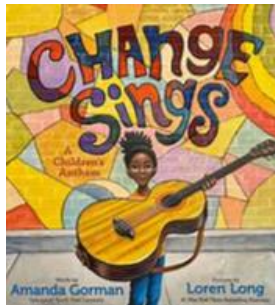
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Guided Reading text:



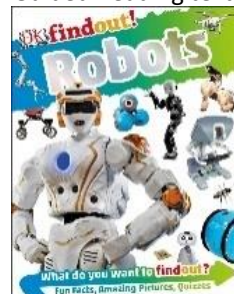
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Writing text:



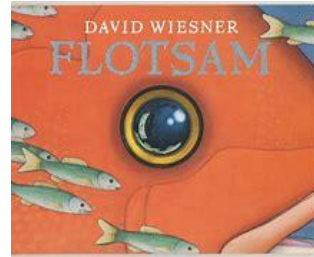
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Class text:



Writing text:



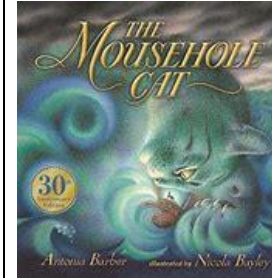
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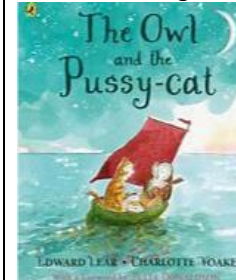
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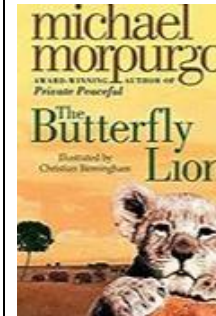
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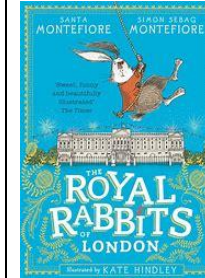
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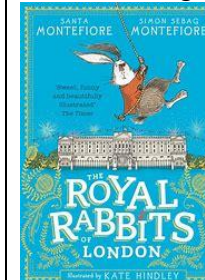
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Writing text:



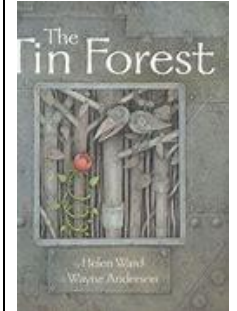
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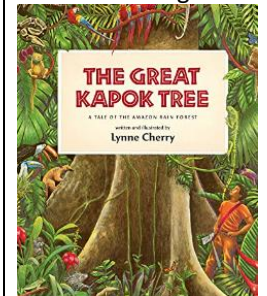
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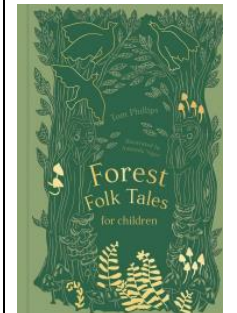
Writing text:



Guided Reading text:



Class text:



St Denys Primary School Reading Whole School Overview

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> Secure application of phonics until automatic decoding is embedded and reading is fluent 1:1 reading of fully decodable books, reading aloud with intonation and with appropriate regard to punctuation Weekly fluency reading Daily reading for pleasure Develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways, reading for a range of purposes and discussing words and phrases that capture the reader's interest and imagination Check that the text makes sense to them by discussing their understanding, explaining the meaning of words in context and asking questions to improve their understanding of a text, using dictionaries to check the meaning of words that they have read, and using a 'tiered vocabulary' approach, including pre-teaching of essential vocabulary Participate in discussions, predicting, inferring and making links about characters and stories shared, and stories they have read, exploring reasons for their views Consider authors' use of hooks in opening paragraphs and chapters and the effect on the reader Discuss and consider how endings may link back to the beginning and the effect on the reader 					
	<ul style="list-style-type: none"> Retrieve information from the text Inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Develop positive attitudes to reading by preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Sequencing events Identifying and comparing themes Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Inferring characters' feelings, thoughts and motives from their actions with evidence Identifying main ideas drawn from more than 1 paragraph and summarising these Selecting evidence to justify a point of view (Using APE – Answer it, Prove it, Explain it) Clarifying meaning of vocabulary in context 	<ul style="list-style-type: none"> Identifying and comparing themes Inferring characters' feelings, thoughts and motives from their actions with evidence Selecting evidence to justify a point of view (Using APE – Answer it, Prove it, Explain it) Make predictions and explain their views Develop positive attitudes to reading by preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than 1 paragraph and summarising these Inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence (APE) Make comparisons with other texts 	<ul style="list-style-type: none"> Recognising some different forms of poetry Develop positive attitudes to reading by preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence (APE)

St Denys Primary School Reading Whole School Overview

Whole Class Texts	Fiction – The BFG Fiction – The Bolds Fiction – Into the Forest Poetry – Daydreamer by Rachel Rooney Non – fiction – Snow Leopard Grey Ghost of the Mountain Non – fiction – How Plants Work	Fiction – The King Who Banned the Dark Fiction – Cool Fiction – The BFG Non – fiction – The Bluest of Blues Non – fiction – Wild Animals of the North Non-Fiction – The Rhythm of Rain Poetry – The Dance by Karl Nova	Fiction – Varjak Paw Fiction – Wonder Non-Fiction – The Story of the Windrush Fiction – Clever Polly and the Stupid Wolf Non-Fiction – Earthquakes and Volcanoes (Geography) Non-Fiction – States of Matter (Science) Poetry – Being me by Liz Brownlee, Matt Goodfellow and Laura Mucha	Fiction – Varjak Paw Fiction – Gregory Cool Fiction - Millions Non-fiction – The History of Prehistory (POR) Poetry – ‘The Language of Cat’ by Rachel Rooney Poetry – Nose Can Do by Kate Wakeling	Fiction – Bill’s New Frock Non-fiction – Vicious Viking Non-fiction – Horrible Histories (Stone Age etc) Fiction – Tom’s Sausage Lion Non-fiction – The Pebble in my Pocket: History of our Earth POR) Poetry – Under the Moon & Over the Seas – Caribbean Poets Fiction – The Accidental Prime Minister	Fiction – Charlotte’s Web Fiction - The Last Tree Fiction – Imaginary Fred Poetry – Journey by Valorie Bloom Poetry – Grandma and the Sea by Kate Wakeling Non-fiction – The Wonder of Trees Non-fiction – Wildlife in your Garden
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St Denys Primary School Reading Whole School Overview

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> 1:1 reading of or fully decodeable books where appropriate, reading aloud with intonation and fluency, with appropriate regard to punctuation, including for dialogue Weekly fluency reading Daily reading for pleasure Maintain positive attitudes to reading and understanding what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and recommending books they have read to their peers, giving reasons for their choices Maintain positive attitudes to reading by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Check that the text makes sense to them by discussing their understanding, exploring the meaning of words in context and asking questions to improve their understanding, including pre-teaching of essential vocabulary Participate in discussions, presentations and debates about books that are read to them and those they can read for themselves, responding, making comparisons and links within and across books, building on their own and others' ideas and challenging views courteously Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the purpose of the writing Predict, infer and make links about characters and stories shared, and stories they have read, giving reasons for their views Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Consider viewpoints within the text and the emotional journey the characters (and reader) are taken on 					
	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence (Using APE – Answer it, Prove it, Explain it) Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Use a contents page and index to locate information in reference books Sequence events Identify how language, structure and presentation contribute to meaning, including use of language for imagery Identify and compare themes Learn a wider range of poetry by heart Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Retrieve information from the text to build a profile of a character and use this to draw inferences Describe the effect of an author's use of language, including figurative language and how this contributes to meaning Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence (APE) Preparing poems to read aloud and to perform 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion Identify and compare themes and conventions within and across books Clarifying meaning of vocabulary in context Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Evaluate how authors use language, including figurative language, considering the impact on the reader Select evidence to justify a point of view 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts and motives from their actions, and justifying with evidence (APE) Identifying how language, structure, and presentation contribute to meaning Preparing play scripts to read

St Denys Primary School Reading Whole School Overview

Whole Class Texts	Fiction There's a Boy in the Girls' Bathroom Percy Poll's Peculiar Plants Harry Potter and the Philosophers' Stone	Fiction Way Home There's a Boy in the Girls' Bathroom Garbage King The Christmasaurus	Fiction The Midnight Fox Groosham Grange Alice in Wonderland (Chapter 2 excerpt) Non-fiction Ocean Currents	Fiction Varmints – Helen Ward Wolf Wilder – Katherine Rundell Non-fiction The Historium	Fiction The Boy at the Back of the Class Non Fiction The Journey – Francesca Sanna The Historium	Fiction Twitch – M G Leonard Non-Fiction
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St Denys Primary School Reading Whole School Overview

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> 1:1 reading of fully decodeable books where appropriate, reading aloud with intonation and fluency, with appropriate regard to punctuation, including for dialogue Weekly fluency reading Daily reading for pleasure Maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books; recommending books that they have read to their peers, giving reasons for their choices; and by identifying and discussing themes and conventions in and across a wide range of writing Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, including pre-teaching of essential vocabulary and identifying how language, structure and presentation contribute to meaning Summarise, predict, infer and make links about characters and stories shared, and stories they have read, building on their own and others' ideas and challenging views courteously, explain and discuss their understanding of what they have read, including through formal presentations and debates, and in written responses, maintaining a focus on the topic and identifying key details to support their views Consider how authors write for a range of purposes and audiences and authorial devices employed to draw in the reader and drive narrative plot (including for nonfiction writing) Consider viewpoints within the text and the emotional journey the characters (and reader) are taken on and how this is achieved, through language, grammar and structure, including where there are shifts 					
	<ul style="list-style-type: none"> Infer character' feelings, thoughts and motives from their actions, giving evidence (Use APE) Understand characters relationships with others Sequence events Identify themes and support their views with key details from the text Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Make inferences about character's feelings and motives from their actions and justify using evidence from a text using quotations for illustration Explore points of view Explore and develop vocabulary Predict what might happen from details stated and implied Learn a wider range of poetry by heart 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Use a contents page and index to locate information in reference books Make inferences about character's feelings and motives from their actions and justify using evidence from a text Précis longer passages 	<ul style="list-style-type: none"> Understand characters' relationships with others Summarise events Explain the meaning of words and phrases in context Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Comment on the authors' purpose and viewpoint – <i>who's PoV is the story being portrayed from?</i> Provide reasoned justifications for their opinions and challenge views courteously Understand characters and their relationships with others Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Ask questions to improve understanding Identify and compare themes and conventions within and across books Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where

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Whole Class Texts	<p>Fiction Wolf Brother – Michelle Paver October, October – Katya Balen Poetry Leisure – WH Davies Tyger – William Blake Non-fiction texts – Historium – Jo Nelson Non-fiction texts – Books linked to Writing Focuses Non-Fiction Texts – Pop Artists</p>	<p>Fiction Wolf Brother – Michelle Paver Poetry If – Rudyard Kipling The Listeners – Walter de la Mere Non-fiction texts – Tudors Non-fiction texts – Humans and Other Animals Non-Fiction Texts – Pop Artists</p>	<p>Fiction Mama Miti. Wangari Maathai and the Trees of Kenya The Nowhere Emporium – Ross Mackenzie Poetry The Jabberwocky – Lewis Carroll Non-Fiction Texts – The Victorians Non-Fiction Texts – Biomes Non-Fiction Texts – Art and Fashion Non-Fiction Texts – Salvation</p>	<p>Fiction Street Child – Berlie Doherty Far from Home – Berlie Doherty Treason – Berlie Doherty A Christmas Carol, Charles Dickens, adapted by Gill Tavner Poetry Dark Sky Park – Phillip Gross From A Railway Carriage – R L Stevenson Non-Fiction Texts The Historium – Jo Nelson Vile Victorians- Terry Deary, Villainous Victorians - Terry Deary illustrated by Martin Victorians (Eyewitness), Ann Kramer (Dorling Kindersley) You Wouldn't Want to Be a Victorian Schoolchild, We Are All Born Free</p>	<p>Fiction Macbeth – William Shakespeare & Leon Garfield The Explorer – Katherine Rundell Shakespeare's Stories – Leon Garfield Mr. William Shakespeare's Plays – Marcia Williams Macbeth – Graphic novel Macbeth - Tales from Shakespeare Poetry The Fish – Elizabeth Bishop Non-Fiction The Historium – Jo Nelson History texts relating to World War 2</p>	<p>John Agard: Goldilocks on CCTV (John Agard: The Young Inferno (Frances Lincoln) John Agard: The Rainmaker Danced (Hodder) John Agard and Grace Nichols: Pumpkin Grumpkin (Walker) Grace Nichols: Cosmic Disco Benjamin Zephaniah: Talking Turkeys Benjamin Zephaniah: Funky Chickens John Lyons: Dancing in the Rain Valerie Bloom: Hot Like Fire</p>
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