Marlborough Primary Academy School – Reading Masters Long Term Planning
2023 – 2024
YEAR A

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

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

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

		Y1 Reading – comprehension			
Maple Class Autumn 1	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
Maple Class Autumn 1	Aliens Love Underpants	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Understand the process of Reading Masters and that it will remain the same across the year. • Sequencing the story • Developing awareness of the wants of a character	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary blurb bloomers delighted lurks elastic long johns
Maple Class Autumn 1	Q Pootle 5	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	Reading Masters Text Word detectives Thinking caps Building Blocks Points of view title predict vocabulary beginning middle end earth earthling rocket booster
Maple Class Autumn 2	Captain Duck – Jez Alberg	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb character sequence compare moored shore restless

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

	Prater	• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**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.	Awful Chilling Rascal
Maple Class Spring 1	Six Dinner Sid-Inga Moore	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. With support, be able to talk about what might happen next, based on what they have read.	title author predict blurb neighbours owners swanky
Maple Class Spring 1	Discover and Share Animal Homes (Non-fiction)	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	
Maple Class Spring 1	Rumble in the Jungle-Giles Andreae (Poetry)	<u>Y1 Reading – comprehension</u> • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading.	title author poet poem predict blurb

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

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

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

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

		• 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.	

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

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

		• Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Lumbered Filmed Agility Slugged Cowering
Sycamore Class Autumn 1	Glitter Gladiator 2 - Ciaran Murtagh	<u>Y4 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Gladiator Punishment Burly Centurion Dejected Colosseum Emperor Shriek Stalking Menacingly Prey Bellow Glinted Prowl Lithe Crept
Sycamore Class Autumn 2	The United Kingdom	<u>Y3 Reading Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Countries Southern Parliament Laws Capital city Welsh Gaelic Cornish Cities Forests Coasts

		Y3 Reading Comprehension	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose.	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.			
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 • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	'Twas Stirring Stockings Chimney Nestled Visions Snug 'Kerchief Arose Clatter Sash (window) Breast Lustre Miniature Lively Rapid Coursers Obstacle Porch Dash away Hurricane Prancing Pawing Twinkling Hoof
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. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Bound Tarnished Ashes Soot Flung Pedlar Dimples Droll Drawn up Stump Encircled Wreath Broad Plump In spite of Jerk Thistle Exclaim
Sycamore Class 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	Text and Talk – Understand the 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. I**nfer -** Answer questions and make some inferences, referring to evidence from the text.	Guarded Raft Rag Craters

		• Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, 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.	
Sycamore Class Autumn 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. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Humming Pin drop Slip of the tongue Rather (late) Beg your pardon Bothered Tailed off Faintly
Sycamore Class Spring 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author.	Guitarist Songwriter Record producer Composer Venue Audition Studio Simultaneously Debut Single Set Performance Popular Headlined

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

	Wardrobe 1 – CS Lewis	• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to 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.	Oneself Woodwork Mothballs Stooping Powdery Queer Inches Ought
Sycamore Class Spring 1	Lion, the Witch and the Wardrobe 2 – CS Lewis	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. 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 Spring 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read 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.	Spires Shone Sorcerers Shivered Arch Iron Crept Figures Fierce Shaggy Raised Instantly Bristling Trembling

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Majesty
Sycamore Class Spring 2	The World – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Continent Oceania States Antarctica Globe Entirely South North East West Poles Equator Imaginary Climate Seasons Tropical rainforest
Sycamore Class Spring 2	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. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Segregation African American Section Refuse Arrest Fine Threaten Protest Campaign Inspire Civil rights movement

Sycamore Class Spring 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 Spring 2	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 Spring 2	Animal Migrations 1 – Camilla de la Bedoyere	**Y4 Reading Comprehension** • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using 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.	Calving Migration Polar Tropical Lagoon Stamina Vulnerable Calves Depart

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

		• Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.			
Sycamore Class Summer 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 • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Grazed Heaped Europe Countries Iron Plough Blades Weapons Blacksmiths Warriors Furnace
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.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Ancient Expert Calendar Midsummer Structure Worshipped Mystery Monument Ditch Theory
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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text.	Apple-blossom Grunt Peer Poke Snout Relieved Carriage (doll's)

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

		• Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Summer 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. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Lumber Brute Cunning Lurk Mountainous Alert Landscapes Hurl Fooled Especially Traveller Ambush Burrows Precious Mayhem
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. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Shadow Proper India-rubber Notion Ought Fool Coward Nurse Rose Dew Buttercup Lazy Arrant Sleepy-head
Sycamore 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	Text and Talk – Understand the 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. I**nfer -** Answer questions and make some inferences, referring to evidence from the text.	Iron Cobalt Nickel Interact Force field Barrier

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

		• Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, 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 2	The Nightmare Man - Pie Corbett	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **Infer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Delay Plunging Jet Adjusted Vague Hobbled Peering Billowing Grumbled Distant casting
Beech Class					
Beech Class Autumn 1	The Bully Asleep - John Walsh	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Bully Scent Timidly Tearful

		• Provide reasoned justifications for their views.			
Beech Class Autumn 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 Autumn 1	The Deep Sea	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present 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 Autumn 1	Granny - Anthony Horowitz	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	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.	Theft Victim Dozed off It'th a scandal

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

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

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

		• Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.			
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 • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Mutation Radioactive Inexplicable Handkerchief Chugging Reservoirs
Beech Class Spring 1	The Bobble Boy - Stewart Foster Zero	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Threatening Monitors Humidity Air Purity Sensors Faintly Vacuum-sealed Dissertation Transition Zone Blur Window sill
Beech Class Spring 1	First Aid – Kate Ruttle	Y5 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	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.	Lukewarm Infected Swelling Compress

		• Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present 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.	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.	Discourages GP Ligament Tendon acronym
Beech Class Spring 2	Railway Children - E Nesbit	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Model Engine Charm Inexperience Afflicted Despaired Unselfishness Brazing
Beech Class Spring 2	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.	<u>Points of View</u> – Consider author's choices, summarise and predict.	**Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Blubbered Flourish Reverted Battery 'pretence Regularly bound Have such larks stakes
Beech Class Spring 2	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.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Coach Instinctively Averted Swerving Steering Halt Hazard Presence of mind Suspected
Beech Class Spring 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader.	

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

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

		• Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present 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.	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.	Tongue of a flame Thatch Tendrils Yanking Chamber Unbarred Unbarred Grunted Bloodstain Peered Thanked Longhouse Glanced Slaughter Jerkins Notched Straining Leashes Fangs Mail shirt Grey-streaked Wolfskin cloak unsheathed
Beech Class Summer 2	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 Summer 2	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 • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books 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 - 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.	Extract Campaigned Stench Terrorists Tailboard

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

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

YEAR B (2023-2024)

<table>
<tr><td colspan="5" align="center">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.</td></tr>
<tr>
<td><u>Communication and Language (Listening, Attention and Understanding</u>
• 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.</td>
<td><u>Communication and Language (Speaking)</u>
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</td>
<td><u>Literacy (Comprehension)</u>
• . 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</td>
<td><u>Literacy (Word Reading)</u>
• 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.</td>
<td><u>Personal, Social and Emotional Development (Managing Self)</u>
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</td>
</tr>
</table>

• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		making use of conjunctions, with modelling and support from their teacher.			

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Maple Class Autumn 1	Billy Goat Gruff	Y1 Reading – comprehension • Listen to and discuss a wide range of stories at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Discussing word meanings, linking new meanings to those already known • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	• Sequencing the story • Developing awareness of the wants of a character • Check that text makes sense to them, self-correcting any inaccurate reading. • Answer questions and make some inferences about what is being said and done. • Explain what has happened so far in what they have read. • With support, be able to talk about what might happen next, based on what they have read.	title author meadow fierce frightened halfway plank
Maple Class Autumn 1	Timid Tim and the Cuggy Thief – John Prater	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • 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.	Rough and tumbles Tease Awful Chilling Rascal
Maple Class Autumn 1	Willie Whiskers - Margaret Gordon	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using 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

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

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

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

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

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

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

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

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

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

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

		• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**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 1	Sophie's Snail – Dick King Smith	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what may happen on the basis of what has been read so far • Participate in discussion about the books, taking turns and listening to others • Explain and discuss their understanding of books both those they listen to and those that they read for themselves.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Twins Exactly Slightest Seriously Couple Sticky Muscle loads
Maple Class Summer 2	All the Way to Toy Town - Enid Blyton	Y2 Reading – comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they read independently. • Discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meaning to known vocabulary • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart. • Understand both the books that they can already read accurately and fluently and those that they listen to by:	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning-** Demonstrate increasing stamina in reading age appropriate texts. **Retrieve -** Find and copy information from a text in response to literal questions. **Summarise-** Identify the main theme of a paragraph. **Infer-** Answer questions and make some inferences with support. **Predict -** With support, make plausible predictions about what might happen next and give reasons.	Hooter Lamps Pedals Tremendous Pace Shan't Pedalling Ripe Hooted Wrong Handkerchief

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

		• Explain and discuss their understanding of books both those they listen to and those that they read for themselves.			
Maple Class Summer 2	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 Summer 2	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
SCYAMORE CLASS					
Sycamore Class Autumn 1	New School -	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes	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.	Skits Headmaster

		- Use dictionaries to check the meaning of words they have read - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books. - Understand what they read by - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising those - Identifying how language, 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.	
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 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 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn 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	Gaunt Fort Glower Granite Deed Transform Summon Conjure Swathed eerie

		• Participate in discussion about books, taking turns and listening to others.		**Structure and Presentation -** Understand how the text layout and presentation add to meaning.	
Sycamore Class Autumn 1	Peter Rabbit	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Sand-bank Root Fir tree Mischief Currant Radishes Parsley Rake Dreadfully Gooseberry Shed (cry) Implored Sobs Sparrows Exert
Sycamore Class Autumn 1	The Worst Witch - Jill Murphy	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Appalling Conduct Entire Humbly Uproar
Sycamore Class Autumn 2	How we celebrate Christmas	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these.	Generally Villain Foliage Alternatives Accompany Varying Commercialised Attend

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

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

		Y4 Reading Comprehension	Text and Talk / Strategies	Skills	Vocabulary
				Structure and Presentation - Understand how the text layout and presentation add to meaning.	
Sycamore Class Spring 1	Icelandic Saga Island - Elves, Trolls and Monsters	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Folklore Legend Isolated Arctic circle Supernatural Myth Unique Vindictive Revenge Tempt Forage Hoard
Sycamore Class Spring 1	How to Train a Dragon 1 - Cressida Cowell	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Admittedly Tradition Dramatically Suffering Scallops Bellowed Lesser Hawks Tame Solemnly Initiation Courage Scenic Loomed Sinister Swarmed Cacophony Hibernating Ominous Rumble
Sycamore Class Spring 1	How to Train 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. • 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.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Mindless Thug Hooligan Coward Despite Perilously Clammy Claustrophic Squirming Flares Stench Unbearable

		• Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Cavern Draped Unison Penetrate Churning Bowels Pulse countless
Sycamore Class Spring 1	The Ice Dragons - Eric Finney	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. **Infer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Polar Icicles Glassy Spire Eerie Endless Bleak Neath Domes Everlasting Tale Arctic circle
Sycamore Class Spring 2	The Sound Collector - Roger McGough	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. **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.	Stranger Purring Marmalade Scraping Drumming Windowpane Gurgle
Sycamore Class Spring 2	Scarecrow his Servant 1 - Philip Pullman	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books	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.	Troublesome Rheumatism Raven Springs

		• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	I**nfer -** 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.	Streams Insecticide Sturdy Tweed Oilskin Courteous Honourable Tattered
Sycamore Class Spring 2	Scarecrow his Servant 2 - Philip Pullman	Y4 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Sheltering Rich voice Sonorous Knobbly Broad Tattered Singed Threadbare Obliged Daintily Stout
Sycamore Class Spring 2	The Great Storm Chapter 1 – Terry Deary	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such 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 -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning.	Skara Brae Orkney Soared Shores Whipped Sweeping Huddled Crest Shoal Scattered Curving Lumpen Shivering Snare Swooped Snatched Glimpse Rage

		• Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.		**Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Supper
Sycamore 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.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Skara Brae Passages Stumbling Thief Raging gales Gulls Store house Herring Chieftain Rumbled Blubber
Sycamore Class Summer 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.	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines. <u>Building Blocks</u> – Explain views and give evidence using the text. <u>Points of View</u> – Consider author's choices, summarise and predict.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these. **Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	Refusing Cradle Workshop Flared Demon Dozen shimmering
Sycamore Class Summer 1	Firework Makers 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	<u>Text and Talk</u> – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. <u>Word Detectives</u> –Information retrieval using skimming and scanning skills. <u>Thinking Caps</u> – Inference skills – learning to read between the lines.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts.	Sacred Crater Spirits Plume Eternal Summit Quail Gibbered Laboriously Progress Oars

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

	Camilla de la Bedoyere	• Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	Infer - Tell how a character is feeling, thinking and acting, finding the evidence from the text. Predict - Using details stated or implied, predict what will happen in a text. Retrieve- Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. Summarise- Identify main ideas drawn from more than one paragraph and summarise these. Evaluate Contribute reasoned comments/ opinions in discussions about the language used by the author. Compare- Understand simple similarities and differences between different books and authors Structure and Presentation - Understand how the text layout and presentation add to meaning.	Prevailing winds Skimming Plunge Crustaceans Vast Swarms Breeding sites Stop-over
Sycamore Class Summer 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 Summer 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read 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.	Cocoa Rugby balls Peapod Harvested Ferment Fermentation Distinctive Mould Ground Factory Liquor Blended Tempering Quantities Conch Conching Grinders Particular Texture

		• Identifying how language, 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 2	Are you wasting good food? – Kate Ruttle	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Households Edible Tonnes Wheelie bins Sell-by date Loaves Entirely Limp Sprout Picky eater Landfill sites Decaying
Sycamore Class Summer 2	Hot Food - Michael Rosen	Y3 Reading Comprehension • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways and reading for a range of purposes • Use dictionaries to check the meaning of words they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identify themes and conventions in a wide range of books. • Understand what they read by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read most unfamiliar words accurately, without undue hesitation, allowing them to focus on their understanding. I**nfer -** Answer questions and make some inferences, referring to evidence from the text. **Predict -** Make a plausible prediction about what might happen and justify it on the basis of what has been read so far. **Retrieve-** Retrieve and record information from both fiction and non-fiction **Summarise-** Identify main ideas drawn from what has been read. **Evaluate-** Identify how language, structure and presentation contribute to meaning. **Compare-** Make links between the books and texts they have read, pointing out similarities and differences.	Whooph whooph Stuffs Puffs Yells Bobs Flaps
Sycamore Class Summer 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	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text.	**Meaning -** Work out the meaning of words based on the context in which they are written. Self-correct consistently. I**nfer -** Tell how a character is feeling, thinking and acting, finding the evidence from the text. **Predict -** Using details stated or implied, predict what will happen in a text. **Retrieve-** Confidently retrieve and record information from both fiction and non-fiction, including cross-curricular texts. **Summarise-** Identify main ideas drawn from more than one paragraph and summarise these.	Haunting Inquisitive Endangered Distinctive Knobbly Pectoral fin Mammal Migrate Crustacean Acrobatic Observed Predator

		• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising those • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books, taking turns and listening to others.	Points of View – Consider author's choices, summarise and predict.	**Evaluate** Contribute reasoned comments/ opinions in discussions about the language used by the author. **Compare-** Understand simple similarities and differences between different books and authors **Structure and Presentation -** Understand how the text layout and presentation add to meaning.	

BEECH CLASS

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

		• Provide reasoned justifications for their views.			
Beech Class Autumn 1	Super Sleuths Manual 2 - Jillian Powell	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Retired Forensic Evidence Retrieves Characteristics Ridges Commissioner Professor
Beech Class Autumn 1	Crime Solvers	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 1	Oliver Twist – Charles Dickens	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text.	Copper Ladeled Gruel Composition Porridge Ounces Eager Composed Devoured Assiduously

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

		• Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Autumn 2	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 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 • 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 Autumn 2	The Explorer 2 - Katherine Rundell	Y6 Reading Comprehension • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books	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.	Jabbed Bile Quench Shipwreck-roar

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

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

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

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

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

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

		• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.		**Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 1	Skellig - David Almond	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present 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 Summer 2	Cosmic - Frank Cottrell Boyce	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. **Infer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Limping Frost-stiffened Rivulet Crag Ripple Ring

Beech Class Summer 2	Shine - Jill Paton Walsh	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	
Beech Class Summer 2	There is a Boy in the Girl's Bathroom - Louis Sachar	**Y6 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative considering impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Read aloud with intonation that demonstrates understanding. I**nfer -** Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. **Predict -** Predict what might happen from details stated and implied. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise -** Summarise main ideas, identifying key details and using quotations for illustration. **Evaluate-** Evaluate how authors use language, including figurative language, considering the impact on the reader. **Compare-** Make comparisons within and across books/authors by giving examples of similarities/differences. **Structure and Presentation -** Understand how language, structure and presentation contribute to the meaning of a text.	Mumbled Awkwardly Distorted Smile Recess
Beech Class Summer 2	The Demon Headmaster - Gillian Cross	**Y5 Reading Comprehension** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines.	**Meaning -** Use a range of strategies to work out most unfamiliar words. I**nfer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts.	Figure, moment, baffled, reflection, prim, murmured, peculiar, briskly, gazing, obvious, clasped, slightly, defiantly,

		- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present 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.	determined, curling
Beech Class Summer 2	The Mighty Monster Afang – William Elliot Griffis	Y5 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions building on their own and others' ideas and challenging views courteously - Provide reasoned justifications for their views.	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read between the lines. Building Blocks – Explain views and give evidence using the text. Points of View – Consider author's choices, summarise and predict.	**Meaning -** Use a range of strategies to work out most unfamiliar words. **Infer -** Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text. **Predict -** Predict what might happen in increasingly complex texts using evidence from the text. **Retrieve-** Find and independently record pertinent facts and information from fiction and non-fiction texts. **Summarise-** Summarise what has happened in a text, using themes from paragraphs to help them. **Evaluate-** Evaluate how authors use language including figurative language, considering the impact on the reader. **Compare-** Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts. **Structure and Presentation -** Identify and discuss how different organisational structures in texts add to the meaning.	Bog Iron-clad Scales Arwour Bulged Ridge Tough hide Hurled Javelins Leeks Straggling Jackass Squashes Slobbered Devoured Calves Ravenously Lair Maidens
Beech Class Summer 2	The Solid Truth about States of Matter – Agnieszka Biskup	Y5 Reading Comprehension - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books - Read books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Check that the books makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative considering impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction	Text and Talk – Understand the text and explore new vocabulary. Read and talk through text considering the audience and purpose. Word Detectives –Information retrieval using skimming and scanning skills. Thinking Caps – Inference skills – learning to read 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

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