

Reading



Intent

Reading is a fundamental skill – and it is essential that we get the teaching of this right. That is why we place reading at the heart of all we do; both teaching reading lessons explicitly (learning to read) and encouraging reading in all other subjects (reading to learn). Reading widens a pupil's world, allowing them to imagine and experience the lives, settings and opinions of others which they may not otherwise be exposed to. We therefore recognise that it is crucial for all pupils to master the skills associated with reading in order to be able to access all that our curriculum offers them. The ability to read fluently and effectively and understand how to apply these skills has a direct impact upon progress and attainment in all areas of the curriculum and also upon a pupil's self-esteem, well-being and motivation to learn. Therefore, we want our readers to gain a range of strategies that they can employ to tackle unfamiliar vocabulary and texts. Furthermore, we wish to develop the love of reading for enjoyment. This is crucial for our pupils as we support them to become lifelong readers.

We have therefore adopted a curriculum that seeks to rigorously and securely develop pupils' knowledge and skills in reading which follows a clear path of progression as they develop through the school. From learning phonics and the skills of early reading to exploring a range of texts and genres, including poetry, fiction (modern and classic) and non-fiction, and then onto more complex understanding of authorship and how language choice can impact the reader – the journey of learning how to read is clearly mapped at Longthorpe Primary School. This is through our fully embedded use

of the FFT (Family Fisher Trust) phonics programme in Reception and KS1, the FFT 'Routes to Reading' programme in year 2 and the SFA (Success For All) 'Wings' programme in KS2.

Implementation

The FFT Phonics Programme

At Longthorpe we implement the FFT phonics programme which provides 68 fully decodable reading books, daily phonics and reading lessons, assessment tools, picture cards, mnemonics for letter formation and all other teaching resources needed to support the effective teaching of phonics from EYFS to the end of Year 1. Lessons occur daily, and the plans cover all the main grapheme-phoneme correspondences (GPCs) and common exception words (CEWs) to provide pupils with the phonics knowledge and skills required for success in the Year 1 Phonics Screening Check and in developing their early reading. This approach is also used to teach pupils who are new to English, learning phonics for the first time or have SEND linked to reading. We implement the phonics programme alongside the Reading Assessment Programme (RAP) which we use as an effective diagnostic tool. The FFT programme is fully aligned to the Early Years Foundation Stage curriculum and National Curriculum programme of study for reading in Key Stage 1. The programme is underpinned by a set of seven core principles designed to support all teachers and pupils.

Systematic Progression	Regular Assessment	Early Intervention	Multisensory Approach	Co-operative Learning	Application of Skills	Reduced Workload and Collegiate Approach
<ul style="list-style-type: none"> Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme to introducing Grapheme-Phoneme Correspondences (GPCs) in order, through a six-phased progression. Practising the skills of blending and 	<ul style="list-style-type: none"> Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored. Providing an opportunity for the early identification of children who may be at risk of falling behind. Using the Reading Assessment 	<ul style="list-style-type: none"> Ensuring that the lowest attaining 20% of children also make progress and reach age-related expectations is fundamental to our mission to secure FFT Success for All children. Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind. 	<ul style="list-style-type: none"> Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement. Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways. Linking pictures and mnemonics to support the learning 	<ul style="list-style-type: none"> Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning. Using positive feedback to help children to understand when they meet expectations and for motivation. Encouraging children to work 	<ul style="list-style-type: none"> Providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, so that children are motivated to apply their new learning in a meaningful way. Developing a separate, but linked, approach to the teaching of reading comprehension during the Shared Reader lessons. 	<ul style="list-style-type: none"> Providing comprehensive lesson planning and resources, as well as training and ongoing support, we try our best to make teachers' lives easier and reduce lesson preparation time, benefitting everybody in our school community. The shared, school-wide approach engenders a focus on outcomes for children and a collaborative team

segmenting as new GPCs are introduced and reinforcing them throughout the programme. • Developing an increasing bank of accessible words, including Common Exception Words (CEWs).	Programme (RAP) as a diagnostic tool and to support formative and summative assessments.		of each GPC and helping children to recall and remember.	together in supportive peer partnerships.		effort across all staff in our school.
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The Year 2 FFT 'Routes To Reading' Programme

Our Year 2 reading curriculum is designed to enable pupils to master the skills, knowledge and understanding for reading fluency and comprehension as they finish the phonics programme and transition to the complexities of reading longer texts and short novels. They will experience fifteen texts from a range of types and genres and through these, will deepen their comprehension skills and understanding and increase the level of vocabulary practised and learned. The programme has been deliberately designed to build on pupils' phonemic knowledge, decoding, fluency and comprehension skills learned in year 1 through a deliberately planned structure. Lessons include: reading for meaning and understanding tasks; choral reads, echo reads, partner reads or independent reads; reading journal activities; comprehension tasks; and time for questions, reflections, to revisit and consolidate and for the celebration of reading successes.

Before Reading The Text	Reading The Text	After Reading The Text
<p>Build background and activate prior knowledge: What do children already know about this topic/book/genre? How will it help and support reading for meaning and understanding?</p> <p>Make predictions: Make predictions about what the text is about from the information children have. Think about the pictures. What did children notice? What does the information tell children?</p> <p>Picture Walk: Look at the title and the pictures. Think about what the text might be about.</p>		<p>Clarify: When reading, which words were hard to read? Which words did children ask for help with? Which words didn't children understand?</p> <p>Ask questions: Ask questions about things that happened in the text. Ask questions using the words <i>what, why, who, when, how, which, where</i>.</p> <p>Visualise: Visualise part of the text and draw illustrations to match that image.</p> <p>Summarise: Say what the text is about in a shorter way. Say what happened at the beginning, middle, and end or the problem/solution within the section of text being read.</p>

Set Purpose: Why do we want to read the text? What are we trying to find out? Think about your picture walk and predictions. What are children wondering about?

Clarify: Look for words that are hard to read or that children don't understand. Check for understanding and re-read sections that children are unsure about. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Read: To check predictions and find out more. To practise fluency and develop reading stamina.

GPC Accuracy: Check for accuracy with GPCs. Read all common graphemes.

Decoding Accuracy: Check for hesitations. Read unfamiliar words containing common graphemes, accurately and without undue hesitation. Use Finger Detective to support with decoding. *Finger Detective is a way of chunking up longer words when decoding. For example, for 'summit' the teacher would cover 'mit' with their fingers and decode 'sum', then cover 'sum' and decode 'mit' and finally uncover the whole word and put both chunks together.*

Fluency: Check, support and model fluency. Build to read the text 'easily and automatically'.

Expression: Check, support and model prosody using Think Alouds, especially in echo reading.

Comprehension: Check, support and model comprehension. Explain and discuss meaning and understanding.

Cause and Effect: Learn about cause and effect: why and how does one thing relate to another? 'Thinking aloud' when reading to children may help them to understand what skilled readers do.

Reminders: Think about how the text relates to previous experiences and what it reminds children about. Does this paragraph remind children of any events that children have been to? What were they? And how were they the same or how were they different?

Reflection/ Find out more/ What next: What helped children to understand this text better? Who made really useful contributions and why was this important? Discuss the text considering the opinions of others. Encourage participation. Provide positive feedback to enable the children to draw their own reflections and be curious to find out more.

Celebration: Celebrate reading successes making links to improvements in fluency, comprehension, vocabulary and Words Correct Per Minute (WCPM) accuracy.

The Year 3 – 6 Success For All 'Wings' Programme

The Wings programme includes a wide range of fiction and non-fiction texts. The range of fiction books covers classic, traditional, modern and online books as well as poetry and play scripts. All the books are progressively challenging. The Quest programme follows on from Wings 5 and includes Manga and graphic novels. Wings 2 – 5 have 3 phases within them that build on the skills of reading learnt previously in FFT and moves pupils onto a deeper understanding of comprehension, summarising, clarifying and analysis. Each Wings phase has a 'Savvy Reader' unit connected to it, which teaches the pupils questioning (Wings 2 only) and clarifying (all Wings) skills in order to prepare them for reading the books within the proceeding units.

Vocabulary – there are 10 words with every week (some books have more than one week). The words are displayed for the week and children are shown the word, the meaning and the word in context.	Key Elements of SFA Wings Lessons	Treasure hunts – every day there are questions for the children to discuss with their partner or team. The first day is discussion, the second and third day is discussion and written answers – this is where the teacher can check understanding and model answers if needed. The fourth day is individual check day – a set of questions that must be answered independently with no prior discussion. The fifth day is the review day.
Interactive reading – the leader reads some of the text and thinks aloud modelling how they clarify and summarise. Leaders also model writing answers to treasure hunt questions and how to score each other for fluency.		Fluency checks – every day the children are expected to score their partner for their fluency. This includes expression, accuracy and intonation. At the end of the week, the teacher will set a passage for them to read within a minute. This is then used to record their words per minute.
	Partner reading – while partner A reads, B must listen and follow the text and then summarise (no more than 5 points) that has been read. This is then swapped round. During this time, the leader listens to partners reading. They can read anything from one paragraph to one chapter before summarising. This is dependent on ability, maturity and length of book.	

Throughout Wings, the pupils are taught to identify certain question types to help them answer and locate answers in the text.

- **Copycat:** These are retrieval questions – they should be in the text.
- **Text Detective:** Inference – the answer is in your head, but you need evidence from the text to back it up.
- **Judge and Jury:** When you need to deduce, infer, interpret information, events or ideas from the text.

- **Prediction:** When they have to predict what will happen next using evidence from the text to support their idea.
- **Vocabulary:** Find and copy words/phases, meanings of words in the text.
- **Sequencing:** Learning how to identify the order of events in a story – cause and effect relationships.

Co-operative learning is at the heart of the Wings programme, ensuring that pupils are engaged, learning from each other and strengthening their knowledge and understanding of their reading skills every day. There is a strong focus on developing the metacognitive skills required in team work, to then transfer these to become independent learners. There is always time to discuss a question and answers with a partner or team – but pupils are cold-called to ensure that all pupils are prepared to answer and do not switch off from thinking for themselves. Teachers use consistent standard phrases across the school: TYP – tell your partner; TPS – think, pair, share; team huddle. They are also encouraged to help each other through the co-operative learning standards (actively listening, completing a task, encouraging and helping others, explaining ideas and participation) to gain points for their team.

Home reading for Wings pupils

The books within Wings are not taken home, but stage books are provided that are appropriate to their level (Oxford Reading Tree) and correlate with the RAP assessments. There are also challenge boxes available for each year group. These provide books by popular authors and appropriate context for the age group without moving through the stage books too quickly. Pupils are also encouraged to take a book from the library to read for pleasure or to share with someone at home. These are changed regularly (once a week) and teachers are expected to check that their pupils are on the right stage for their attainment. Oxford Reading Buddy has been purchased to allow pupils the opportunity to read e-books alongside the animated coach facility. It also provides a quiz-like comprehension for them to answer once they have finished a book. The books are all linked to the scheme in school and allows them to read one that might not be available in school. The expectation is to read and record the reading on their Boom Reader electronic diary at least three times a week.

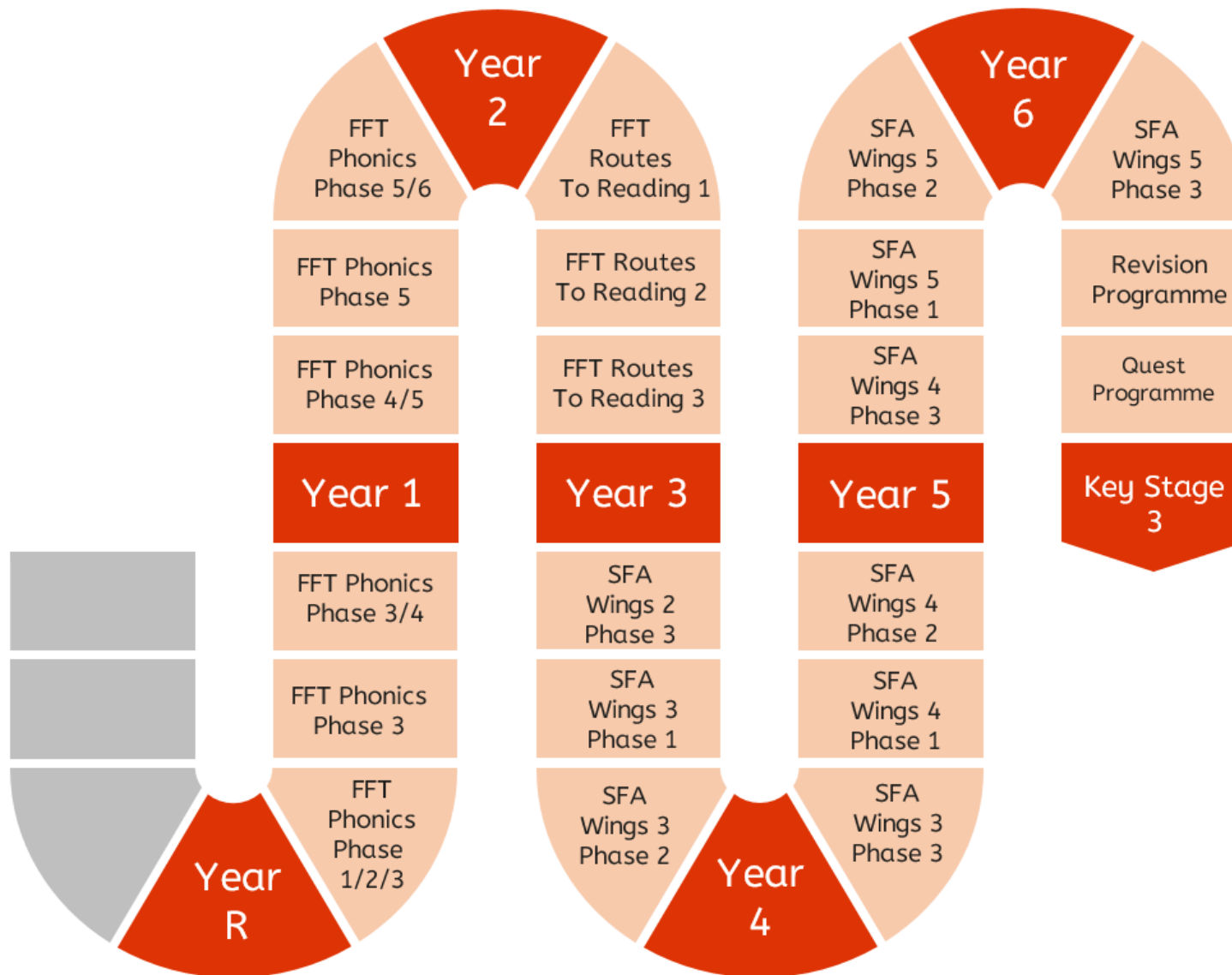
Additional Reading

Targeted pupils in KS2 (the lowest 20%) are provided the Reading Plus programme, which supports their fluency, confidence levels, reading skills and comprehension through guided texts. The pupils are assessed at the beginning of the programme (self-esteem and reading fluency). The pupils are expected to complete 50 minutes a week on the programme and this can be completed in school and at home independently. Teachers check on how the pupils are engaging with the programme and support them where needed. Pupils are monitored and when they have made enough progress to be within their age level, they are taken off the programme (approx. 6 months). New pupils are added as and when necessary.

The Journey of a Reader at Longthorpe

EYFS	By the end of the EYFS, pupils will have at least a firm grasp of 'phase 1, 2 and 3' phonics sounds, developing an understanding of simple phoneme/grapheme correspondence. Pupils will be able to segment and blend CVC and CVCC words with accuracy and fluency. Alongside the phonics programme, we develop pupils' love of reading through planned immersive experiences linked to the high-quality texts taught in the provision. By the end of the EYFS, pupils will internalise the narrative structure of nursery rhymes and traditional tales and be able to discuss them. Pupils will be supported to have dialogue about the events of stories they enjoy and will be encouraged to investigate stories further by making their own changes to them in writing lessons.
KS1	By the end of KS1, pupils will have mastered 'phase 3, 4 and 5' phonics sounds which will give them effective strategies to read all phonetically decodable words. They will also have a bank of common exception words which they can recall when reading. Pupils will be able to understand and read common suffixes and prefixes which will support further vocabulary acquisition and understanding as they transition to KS2. Pupils will be able to read fluently and begin to read expressively. Pupils will understand that there are different types of book genres and be able to explain the purpose of some of them. Pupils will be able to make simple inferences based on what they have read and be able to sequence and summarise stories with some detail.
KS2	By the end of KS2, pupils will be able to discuss and form fuller opinions about the themes they read about in books. Pupils will be able to infer more complex information from texts, form impressions and be able to give evidence and justify their point of view. Pupils will be able to read fluently and at greater length, will have built a stronger stamina for reading and begin to comprehend texts at greater speed. Pupils will have a greater understanding of root words, prefixes, suffixes and associated vocabulary families and will be able to infer meanings of words using this knowledge and well as employ other strategies for word meaning. The links between reading and writing become more explicitly taught and pupils recognise that to be an effective writer, they need to draw on the styles of authors that they have read.

Units Overview



Progression of Knowledge and Skills

FFT Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		Common Exception Words
				Word Level	Text Level	
Phase 1	Reception Term 1			Words Correct Per Minute - End of Term Goal: 15		
	1			Oral Blending, Segmenting and Alphabet Chant		
	2					
Phase 2	3	s a t p	1i - 4i	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending	
	4	i n m d	5i - 8i			
	5	g o c k	1			
	6	c k e u r	2			
	7	Consolidation Week	3			
	8	h b f f f	4	Read Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	
	9	l l l s s	5			he she is
	10	j v w	6	Read CVC words with -s ending /s/ sound		to go of as
Phase 3	11	x y z	7	Read CVC words with -s ending /z/ sound		we are you into
	12	Consolidation Week	8	Consolidate above skills		
	Reception Term 2			Words Correct Per Minute - End of Term Goal: 25		
	13	z z q u c h	9	Read CCVC and two-syllable words		be me his

	14	sh th ng	10	Read CVC and double-consonant words with -ing endings	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	no so has
	15	Consolidation Week	11	Consolidate above skills		
	16	Consolidation Week	12			
	17	ai (train) (+ blend nk)	13	Read CVCC words and sentences including Yr1 CEWs		do her
	18	ee (tree)	14	Read CVCC words and sentences including Yr1 CEWs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	my by –
	19	igh (light)	15			ask* our
	20	oa (goat)	16			says they
	21	oo (zoo)	17			said was
	22	oo (book)	18			were put all
	23	ar (car)	19			there like
	24	Consolidation Week	20			Consolidate above skills
	Reception Term 3			Words Correct Per Minute - End of Term Goal: 35		
	25	or (corn) Common Alternatives: (/or/ ore; /s/ se)	21	Read CVCC words and sentences including Yr1 CEWs	Demonstrate understanding of what has been read to	here where
	26	ur (purple)	22	Read CVC words with -es endings		today when what

	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	Read CVC words with -ed endings	them by retelling stories and narratives using their own words and recently introduced vocabulary	<u>come</u> <u>some</u>
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	Read sentences with contraction words		<u>push</u> <u>pull</u>
	29	ear (clear)	25	Consolidate above skills	Anticipate – where appropriate – key events in stories	<u>friend</u> <u>school</u> <u>out</u>
	30	Consolidation Week	26	Consolidate above skills		
	31	air (hair)	27	Consolidate above skills		<u>one</u> <u>once</u>
	32	ure (pure, picture) Common Alternatives: (/v/ ve)	28			<u>your</u> <u>love</u>
Phase 4	33	er (batter)	29	Read nouns and adjectives with -er ending	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	<u>house</u> <u>full</u> <u>little</u>
	34	Consolidation Week	30	Read CCVCC words and sentences including Yr1 CEWs		Consolidate Y1 CEWs
	35	Consolidation Week	31	Read CCCVC words and sentences including Yr1 CEWs		Consolidate Y1 CEWs
	36	Consolidation Week	32	Read CCCVCC words and sentences including Yr1 CEWs		Consolidate Y1 CEWs
	Year 1 Term 1			Words Correct Per Minute - End of Term Goal: 45		
	1	Consolidation Week	33	Consolidate above skills		Y2 CEWs

Phase 5	2	ay (play) Common Alternatives: (/ai/ a)	34	Read words with prefix un- Read nonsense words	Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher	again <u>oh</u> <u>their</u> <u>last</u> *
	3	ou (cloud) Common Alternatives: (/l/ le, el; /s/ st)	35	Read and spell words with ou / ow		<u>poor</u> <u>money</u> <u>thought</u> <u>should</u>
	4	ie (dried) Common Alternatives: (/l/ al, il)	36	Read and spell words with ie / igh	Check that the text makes sense to them as they read and correct inaccurate reading	class* Mr Mrs <u>work</u> <u>can't</u>
	5	ea (cream) Common Alternatives: (/ee/ e)	37	Read and spell words with ea / ee / e		<u>pass</u> * <u>fast</u> * <u>climb</u> <u>path</u> * <u>don't</u>
	6	oy (boy) Common Alternatives: (/igh/ i)	38	Read and spell words with oy / oi	Discuss the significance of the title and events	<u>people</u> <u>after</u> * <u>great</u> <u>break</u>
	7	Consolidation Week	39	Consolidate above skills		
	8	ir (girl) Common Alternatives: (/w/ wh)	40	Read and spell words with ir / ur / er	Discuss the significance of the title and events	<u>any</u> <u>many</u> <u>who</u> <u>could</u>
	9	ue (blue/cue) Common Alternatives: (/oa/ o)	41	Read and spell words with ue /oo	Discuss the significance of the title and events	<u>because</u> <u>water</u> <u>past</u> * <u>bath</u> *
	10	aw (jaw) Common Alternatives: (/or/ au)	42	Read and spell words with aw / or / ore / au		<u>hour</u> <u>two</u> <u>door</u> <u>different</u>


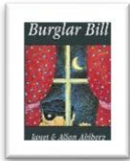
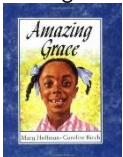

	11	ew (blew/new)	43	Read and spell words with ew / ue / oo	Make inferences on the basis of what is being said and done.	<u>Christmas</u> <u>would through</u> <u>beautiful</u>
	12	Consolidation Week	44	Consolidate above skills		
	Year 1 Term 2			Words Correct Per Minute - End of Term Goal: 55		
	13	a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh)	45	Read endings on split digraph words Read and spell words with a_e / ay / ai / a / ey / ei / eigh	Predict what might happen on the basis of what has been read so far.	<u>plant*</u> <u>floor</u>
	14	e_e (delete) Common Alternatives: (/ee/ ie)	46	Read and spell words with e_e / ea / ee / e / ie		<u>every</u> <u>whole</u>
	15	i_e (crocodile) Common Alternatives: (/or/ a, al)	47	Read and spell words with i_e / ie / igh / i	Participate in discussion about what is read to them, taking turns and listening to what others say.	<u>only</u> <u>move</u>
	16	o_e (bone) Common Alternatives: (/oa/ ou)	48	Read and spell words with o_e / oa / o / ou		<u>father</u> <u>grass*</u>
	17	u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u)	49	Read and spell words with u_e / ew / ue / oo / ui / ou	Explain clearly their understanding of what is read to them	<u>eye</u>
	18	Consolidation Week	50	Consolidate above skills	Explain clearly their understanding of what is read to them	
	19	-y (happy) Common Alternatives: (/ee/ ey)	51	Read and spell words with -y / e_e / ea / ee / ie / e / ey		<u>busy</u> <u>pretty</u>

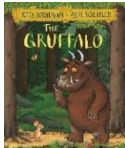
	20	-y (fly) Common Alternatives: (/oo/ u, oul)	52	Read and spell words with -y / i_e / ie / igh / i	Discuss word meanings, linking new meanings to those already known	half
	21	ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our)	53	Read and spell words with ow / o_e / oa / ou / o	Discuss word meanings, linking new meanings to those already known	parents everybody
	22	soft c (ice) Common Alternatives: (/s/ sc, ce)	54	Read words with suffix -ly Read and spell words with c / s / sc / ce	Being encouraged to link what they read or hear read to their own experiences	- sugar
	23	soft g (gem) Common Alternatives: (/e/ ea)	55	Read and spell words with g / ge / dge / j		prove improve
	24	Consolidation Week	56	Consolidate above skills		
	Year 1 Term 3			Words Correct Per Minute - End of Term Goal: 65		
	25	ire (fire) Common Alternatives: (/ear/ eer, ere; /er/)	57	Read and spell words with ire	Draw on what they already know or on background information and vocabulary provided by the teacher	
	26	are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne	58	Read and spell words with are / air / ear / ere	Make inferences on the basis of what is being said and done	
	27	tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or)	59	Read words with suffix -less Read and spell words with tch / ch / t	Check that the text makes sense to them as they read and correcting inaccurate reading	

	28	oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou)	60	Read and spell words with oe / o_e / ow / oa / ou / o	Discuss the significance of the title and events	Consolidate all Year 1 and 2 CEW
	29	ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si)	61	Read words with suffix -ment Read and spell words with ph / f	Predict what might happen on the basis of what has been read so far	
	30	Consolidation Week	62	Consolidate above skills	Discuss word meanings, linking new meanings to those already known	
Phase 6	31	Comparing long /a/ GPCs	63	Consolidate all Year 1 skills	Participate in discussion about what they read, taking turns and listening to what others say	
	32	Comparing long /i/ GPCs	64		Discuss word meanings, linking new meanings to those already known	
	33	Comparing long /o/ GPCs	65		Being encouraged to link what they read or hear read to their own experiences	
	34	Comparing long /u/ GPCs	66		Check that the text makes sense to them as they read and correcting inaccurate reading	
	35	Comparing long /ur/ GPCs	67		Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics	
	36	Comparing long /e/ GPCs	68		Explain clearly their understanding of what is read to them	



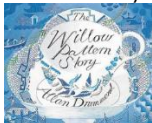
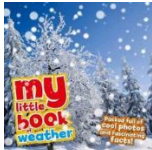
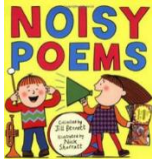
Year 2 Autumn Roots To Reading	Genre	Book	Objectives
	Traditional Tale	The Tale of Chicken Little	<ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To recognise simple recurring literary language in stories To discuss the sequence of events in books and how items of information are related Read and listen to the story and make links to books they have read
	Non-Fiction (Geography)	Extreme Earth	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explore syllable boundaries and read each syllable separately before they combine them to read the word To explain and discuss their understanding of the book
	Poetry	Animal Poems	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Fiction	The Great Escape	<ul style="list-style-type: none"> To identify the different variations to how -ed words are spelt and pronounced. To identify sentences with different forms: statement, question, exclamation, command. To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Justify their preferences and point of view
	Non-Fiction (Animals)	Ants are Everywhere	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book
Year 2 Spring Roots To Reading	Genre	Book	Objectives
	Fiction	Kongy Arrives	<ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Read and listen to the story and make links to books they have read Justify their preferences and point of view
	Non-Fiction (Science)	Why Do Stars Twinkle?	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book
	Poetry	The Dreams of Moxie Mouse and Cat Capone	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify - for example, the blue butterfly
	Non-Fiction (Instructions)	An Invitation to a Party	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways

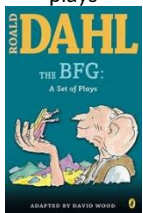
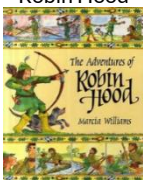
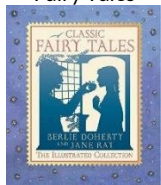
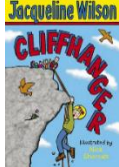
			<ul style="list-style-type: none"> • To discuss how items of information are related • To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book
	Fiction	Anna's Homework	<ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Review Common Exception Words
Year 2 Summer Roots To Reading	Genre	Book	Objectives
	Fiction	Lost	<ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Identify apostrophes for contracted forms
	Traditional Tale/Poetry	Snow White and the Jazz Band	<ul style="list-style-type: none"> • To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To listen, discuss and express views about a range of contemporary poetry • To identify sentences with different forms: statement, question, exclamation, command. • To discuss the sequence of events in books and how items of information are related • Justify their preferences and point of view
	Fiction	Bea's Pumpkin	<ul style="list-style-type: none"> • To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • To identify expanded noun phrases to describe and specify [for example, the blue butterfly] • To identify commas for lists • To read words containing common suffix -ly
	Poetry	It Came from Outer Space	<ul style="list-style-type: none"> • To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Non-Fiction (Science)	In the Year 2100	<ul style="list-style-type: none"> • To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book


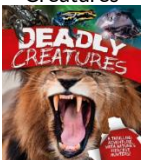
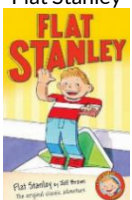


Year 3 Autumn Wings 2 Phase 3	Genre	Book	Objectives
	Fiction	Savvy Reader – Maggie & Millie	Clarifying, retrieval, skimming and scanning. To clarify words that are hard to understand. To identify main ideas and supporting details. Increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally. To identify themes and conventions in a wide range of books. To compare and contrast princesses in different fairy tales.
	Alternative Fairy Tale	Paperbag Princess 	Increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally. To identify themes and conventions in a wide range of books. To compare and contrast princesses in different fairy tales
	Fiction	Burglar Bill 	To identify main ideas drawn from more than one paragraph and summarise these. To identify themes and conventions in a wide range of books. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To summarise the text. To compare and contrast books by the same author.
	Fiction	Amazing Grace 	To predict what might happen from details stated and implied. To make predictions about what might happen next in the story.
	Traditional Tale	Rapunzel 	To increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally. To identify themes and conventions in a wide range of books. To identify common features of traditional tales.

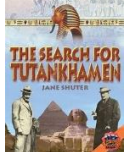

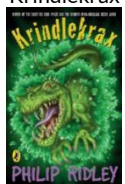
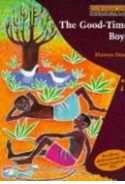
	Fiction	The Lighthouse Keeper's Catastrophe 	To increase their familiarity with a wide range of books and retell some of these orally. To identify how language, structure, and presentation contribute to meaning. To identify the problem and solution in the story.
	Fiction	The Tiger Child 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To understand that traditional tales are written both to entertain and to teach the reader something.
	Non-Fiction	Why Can't Humans Fly? 	To identify main ideas drawn from more than one paragraph and summarise these. To identify the main ideas in a non-chronological text.
	Poetry	Poems To Be Read Aloud 	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To perform poems with expression.
	Fiction	The Gruffalo 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To enjoy story poems (including making inferences about them).

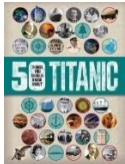

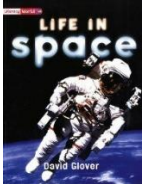

Year 3 Spring Wings 3 Phase 1	Mixed	Savvy Reader Clarifying Introduction	To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. To use dictionaries to check the meaning of words that they read. To check that the text makes sense to them discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To retrieve and record information from non-fiction texts. To clarify words and ideas that are hard to understand. To identify main ideas and supporting details.
	Fiction	Grace and Family 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To identify how language, structure, and presentation contribute to meaning. To identify the characters' viewpoint. To identify the setting in a story.
	Non-Fiction	Natural Record Breakers 	To read books that are structured in different ways and read for a range of purposes. To draw inferences and justify inferences with evidence. To retrieve and record information from non-fiction. To identify the cause and effect relationships in a non-fiction text. To infer a cause and effect relationship when it is not explicitly stated.
	Poetry	Shape Poems	To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. To recognise some different forms of poetry. To comment on the language, form and structure of poems. To examine the effect of these on the reader.
	Non-Fiction	Making the Past into Presents 	To read books that are structured in different ways and read for a range of purposes. To ask questions to improve their understanding of the text. To retrieve and record information from non-fiction. To recognise the language and structure of instructions.
	Non-Fiction	Incredible Insects	To read books that are structured in different ways and read for a range of purposes. To discuss words and phrases that capture the reader's interest and imagination. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To retrieve and record information from non-fiction. To clarify the pronunciation and understanding of unfamiliar words. To collect information from the text and explain what they have found out.
	Fiction	The Hodgeheg 	To ask questions to improve their understanding of a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To identify what a character is like by recognising the different ways in which the author tells us about them. To identify what a character is like by making inferences about them.

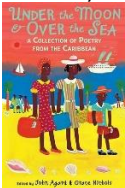
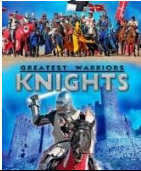
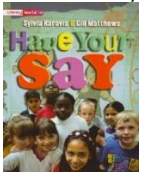
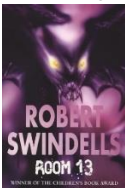
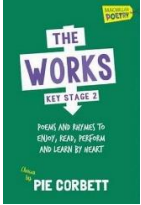
	Fiction	The Owl Who Was Afraid of the Dark 	To ask questions to improve their understanding of a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To predict what might happen from details stated and implied. To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To state the main problem in the story and recognise how this is affected by other story events. To identify the series of events that lead to the story resolution.
Year 3 Summer Wings 3 Phase 2	Fiction	Savvy Reader Walter's Week	Clarifying skills, retrieval, skimming and scanning.
	Fiction	The Ghostly Guinea Pig 	To ask questions to improve their understanding of a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss words and phrases that capture the reader's attention. To collect evidence to solve the mystery. To develop an inner voice by clarifying ideas and words.
	Fiction	The Willow Pattern Story 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To identify how language, structure, and presentation contribute to meaning. To identify how the setting affects what happens in a story.
	Non-Fiction	My Little Book of Weather 	To read books that are structured in different ways and read for a range of purposes. To draw inferences and justify inferences with evidence. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To retrieve and record information from non-fiction. To identify the cause and effect relationships in a non-fiction text. To infer a cause and effect relationship when it is not explicitly stated. To clarify words that are hard to understand.
	Poetry	Noisy Poems 	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To comment on the sound of poems. To perform with expression.

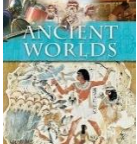
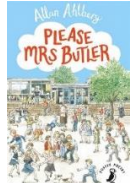

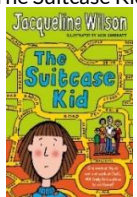
	Playscripts	The BFG: a set of plays 	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To know how play scripts differ from stories. To perform a play.
	Comic Book Style Fiction	Robin Hood 	To increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally. To identify themes and conventions in a wide range of books - draw inferences and justify inferences with evidence. To compare the styles of different versions of the same story and consider the effect each has on their audience. To identify the main points in the story. To develop the ability to use inference and deduction to read beneath the surface meaning of a text.
	Traditional Tales	Fairy Tales 	To increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally. To identify themes and conventions in a wide range of books. To identify some of the common themes that occur in traditional stories and fairy tales. To develop an awareness of the style, voices and language of fairy tale.
Year 4 Autumn Wings 3 Phase 3	Genre	Book	Objectives
	Non-Fiction	Savvy Reader – Non-Fiction - Eyesight	Clarifying skills, retrieval, skimming and scanning
	Fiction	Cliffhanger 	To draw inferences, such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To examine how an author presents a character, through what he does and says and how other characters react to him. To understand how tension and excitement are created and maintained.

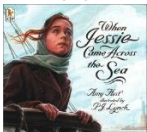

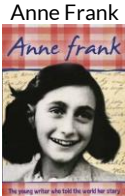
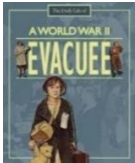
	Fiction – Letters	<p>Dear Greenpeace</p> 	To identify how language, structure and presentation contribute to meaning. To identify the purpose of a letter.
	Non-Fiction	<p>Deadly Creatures</p> 	To retrieve and record information from non-fiction. To identify how language, structure and presentation contribute to meaning. To collect information about features of different deadly creatures in order to compare and contrast them.
	Fiction	<p>Flat Stanley</p> 	To identify main ideas drawn from more than one paragraph and summarise these - draw inferences, such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence. To summarise text. To understand cause and effect relationships in a story.
	Fiction	<p>George's Marvellous Medicine</p> 	To predict what might happen from details stated and implied. To identify themes and conventions in a wide range of books. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To ask questions to improve their understanding of a text. To develop an inner voice by practising on-going prediction. To explore authorial style by comparing different works by Roald Dahl. To explore how authors move stories on from the beginning to the middle and from the middle to the end.
	Non-Fiction	<p>How a Book is made</p> 	To identify how language, structure and presentation contribute to meaning. To explore the language and layout of letters with different purposes.

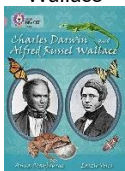
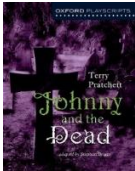
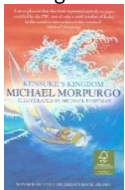
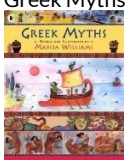
Year 4 Spring Wings 4 Phase 1	Non-Fiction	The Search For Tutankhamen 	To identify the order in which events happen. To examine time marker words and phrases. To retrieve and record information from non-fiction. To identify how language, structure and presentation contribute to meaning.
	Mixed	Savvy Reader Clarifying intro 4	To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. To use dictionaries to check the meaning of words that they read. To check that the text makes sense to them discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identify main ideas drawn from more than one paragraph and summarise these. To clarify words, sentences and passages that are hard to understand using a range of strategies. To clarify words that are hard to understand. To clarify words and ideas in sentences, paragraphs and passages of text. To identify main ideas and supporting details.
	Fiction	The Silver Swan 	To identify how language, structure and presentation contribute to meaning. To discuss words and phrases that capture the readers' interest and imagination.
	Fiction	Krindlekrax 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To identify how language, structure, and presentation contribute to meaning. To predict what might happen from details stated and implied. To ask questions to improve their understanding of a text. To know that authors have various devices available to them to give the reader a different perspective on the story. To develop and inner voice by practising on-going prediction.
	Non-Fiction	Science - Fascinating Facts	To identify main ideas drawn from more than one paragraph and summarise these. To identify how language, structure, and presentation contribute to meaning. To retrieve and record information from non-fiction. To interpret diagrams as part of understanding a non-fiction text.
	Poetry	Poems About The Sea	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To recognise some different forms of poetry [for example, free verse, narrative poetry]. To identify different poetic devices and appreciate how they enhance the poem.
	Playscripts	The Good Time Boys 	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action identifying how language, structure, and presentation contribute to meaning. To identify the format and layout of a play script. To understand the setting and storyline and identify how the writer makes this clear to the audience. To understand how stage directions move the performance forward. To understand how the writer makes the storyline clear to the audience through dialogue and action and identify additional information included in a play script. To understand of how the director's notes can be used when planning a performance of the play.

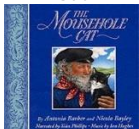

	Non-Fiction	50 Things You Should Know about The Titanic 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To retrieve and record information from non-fiction. To make inferences about the text.
	Fiction	The Wreck of Zanzibar 	To identify how language, structure and presentation contribute to meaning. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To understand the sequence of events in a story including the use of flashback as a narrative device. To identify chronology in the narrative by recognising how much time passes in the course of the story.
	Non-Fiction	Life In Space 	To identify main ideas drawn from more than one paragraph and summarise these. To identify how language, structure, and presentation contribute to meaning. To retrieve and record information from non-fiction.
Year 4 Summer Wings 4 Phase 2	Fiction	Savvy Reader Mack Maclean, Kid Detective	Clarifying skills, retrieval, skimming and scanning
	Fiction	The Amazing Story of Adolphus Tips 	To identify and discuss themes and conventions in and across a wide range of writing. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To explore the context and setting of the story. To make inferences about the characters' feelings. To identify what we learn about the world from reading stories set in a different time/place.

	Poetry	Caribbean Poetry 	To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To explore a range of Caribbean poetry and understand how it is shaped by the context of the writers.
	Non-Fiction	Greatest Warriors: Knights 	To retrieve, record and present information from non-fiction. To draw inferences, justifying these with evidence. To make inferences about the text.
	Non-Fiction	Have Your Say 	To identify how language, structure and presentation contribute to meaning. To distinguish between statements of fact and opinion. To identify the features of persuasive text. To identify the features of discursive text.
	Fiction	Room 13 	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To identify how language, structure and presentation contribute to meaning. To identify the features of horror stories. To make inferences about the text. To identify the features of sci-fi stories and contrast the genre with horror. To identify how a writer creates tension and suspense within the writing. To identify the features of adventure stories and compare and contrast the genre with horror. To identify how a writer closes a story. To identify the features of fantasy stories and contrast the genre with horror.
	Poetry	Spooky Poems 	To identify and discuss themes and conventions in and across a wide range of writing. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To identify the mood of a poem To recognise poems written in a different era or from a different culture.



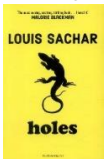
Year 5 Autumn Wings 4 Phase 3	Genre	Book	Objectives
	Non-Fiction	Savvy Reader – Musical Instruments	Clarifying skills, retrieval, skimming and scanning.
	Film Script & Animation	Film Narrative	To identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (viewer). To understand the structure of film narrative. To identify how characterisation is achieved through character 'voice'.
	Non-Fiction	Ancient Worlds 	To identify how language, structure and presentation contribute to meaning. To retrieve, record and present information from non-fiction. To recognise ways in which information is presented in a non-fiction text. To compare and contrast information.
	Poetry	Please Mrs Butler 	To identify and discuss themes and conventions in and across a wide range of writing. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To compare and contrast poems on a similar theme.
	Non-Fiction	Long Walk to Freedom	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To retrieve, record and present information from non-fiction. To draw conclusions about events that happened in the past.
	Fiction	Secret Friends 	To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To predict what might happen from details stated and implied. To summarise text. To further develop inner voices by practising the art of on-going prediction.
	Fiction	The Suitcase Kid 	To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To identify the issue in the story. To identify the different effects of the issue on different characters. To examine cause and effect relationships in a story.


	Fiction	When Jessie Came Across the Sea 	To identify and discuss themes and conventions in and across a wide range of writing. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To identify what we learn about the world through reading stories set in different places and times.
	Non-Fiction News Reports	The Roman Chronicle 	To draw conclusions about events that happened in the past. To be aware of the difference between fact and opinion in the context of journalism. To recognise that sometimes journalists report just the bare facts about an event or a person and do not try to impose their views and judgements on their reporting of it. To know that this is called an objective account. To recognise that journalists sometimes allow their writing to reflect their own views or opinions about the people of events that they are writing about and this is called a subjective account. To take account of the tone and language choices of various articles and make judgements based on these as to whether they are reading an objective or subjective account of the events.
Year 5 Spring Wings 5 Phase 1	Mixed	Savvy Reader Introduction	To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. To check that the text makes sense to them discussing their understanding and exploring the meaning of words in context. To ask questions to improve their understanding. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To clarify words, sentences, passages and ideas that are hard to understand, using a range of strategies. To clarify words that are hard to understand. To clarify words and ideas in sentences, paragraphs and passages of text. To identify main ideas and supporting details that help with clarifying.
	Non-Fiction, Diary	Anne Frank 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To make inferences about the text.
	Non-Fiction	The Daily Life of a WWII Evacuee 	To retrieve, record and present information from non-fiction. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view. To identify cause and effect relationships within the text. To look at the structure of the text.

	Non-Fiction Biography	Darwin & Wallace 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To provide reasoned justifications for their views. To make inferences about the text.
	Poetry	I Like this Poem	To identify and discuss themes and conventions in and across a wide range of writing. To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To identify different poetic devices and appreciate how they enhance the poem.
	Playscripts	Johnny & The Dead 	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. To identify how language, structure and presentation contribute to meaning. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To identify the format and layout of a play script. To understand the setting and storyline. To understand how stage directions move the performance forward. To understand how the writer makes the storyline clear to the audience through dialogue and action. To understand how the playwright lets the audience know the different personalities of the characters.
	Fiction	Kensuke's Kingdom 	To make comparisons within and across books. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To investigate how writers present their characters. To examine relationships between characters. To examine how authors' viewpoints of characters impacts on reader.
Year 5 Summer Wings 5 Phase 2	Fiction	Savvy Reader clarifying - Tyler Bradford	Clarifying skills, retrieval, skimming and scanning
	Online	Becoming media savvy	To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To distinguish between statements of fact and opinion. To identify various question types asked of show participants and to decide on the effect of these. To identify how manufacturers persuade us to buy their products across a variety of media.
	Fiction	Greek Myths 	To identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books. To understand the oral tradition behind Greek myths. To explore different versions of the same myth.

	Fiction	Journey to Jo'burg 	To identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books. To investigate a good story opening. To examine how a plot builds up to reach a resolution.
	Fiction	The Mousehole Cat 	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To identify figurative language (metaphors, similes and personification) in stories.
	Poetry	Narrative Poetry	To identify and discuss themes and conventions in and across a wide range of writing. To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To read, analyse and enjoy narrative poetry. To explore, name and comment on a range of poetic devices in narrative poems.
	Fiction	Tales of Sir Gawain 	To identify and discuss themes and conventions in and across a wide range of writing. To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To increase their familiarity with a wide range of books, including myths, legends and traditional stories. To make comparisons within and across books. To question the text while reading. To identify features of legends.
	Non-Fiction	Explore! The Most Dangerous Journeys of All Time 	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To provide reasoned justifications for their views. To make inferences about the text.

Year 6 Autumn Wings 5 Phase 3	Genre	Book	Objectives
	Non-Fiction	Savvy Reader – Clarifying Canada	Clarifying skills, retrieval, skimming and scanning
	Fiction	Classic Extracts	To identify and discuss themes and conventions in and across a wide range of writing - make comparisons within and across books. To identify how language, structure and presentation contribute to meaning. To understand the importance of context in a story set in the past. To explore the social and historical context of a story set in the past.
	Non-Fiction	The Fantastic Mr Dahl 	To identify how language, structure and presentation contribute to meaning. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To comment soundly on the writer's use of presentation and language to establish viewpoint and consider how this affects the reader.
	Poetry	Poetry from different times	To identify and discuss themes and conventions in and across a wide range of writing. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To understand how texts are influenced by when and where they are written. To appreciate how knowledge of the poet's society and culture can affect a reader's understanding of a poem.
	Fiction	The Firework maker's daughter 	To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To predict what might happen from details stated and implied. To identify how language, structure and presentation contribute to meaning. To make comparisons within and across books. To summarise the story. To develop an inner voice by practising the on-going art of prediction. To comment on how the author resolves the story. To review the effectiveness of the ending of the story.
	Online	Pottermore	To identify how language, structure and presentation contribute to meaning. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To understand that the perspective of the story changes when told from the point of view of different characters and that these different perspectives are vital clues to solving a mystery.
Year 6 Spring Revision Programme	Short extracts and SAT style questions.	Introduction lessons	To locate question types in previous Treasure Hunts. To identify types of questions. To locate a variety of question types. To identify the purposes of the question. To explain the type of answer required. To explain where the answer will be located in the text.
	Pixl papers and SATs papers.	Personal Recount Gripping war stories / Zalta's diary / Zlata's news article	To identify question types and predict where to locate answers in text. To identify question types in non-fiction text and predict where to locate answers from text.

		Non-Chronological report Woof / A guide to Dog Breeds / Choosing a dog	To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.
		Persuasive genre Carrie's War / Have your say / Trouble sleeping?	To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.
		Discursive Genre The Midnight Fox / Fox Hunting argument text / Letters	To reinforce the skill of interpreting questions and locating answers. To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.
Year 6 Summer Quest	Manga Shakespeare	The Tempest 	To identify the key themes and events in a text. To understand how the format of a text may influence its meaning. To understand how the writer uses language to develop character and themes. To comment on how the text affects the reader. To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. To deduce, infer or interpret information, events or ideas from texts. To explain and comment on writer's use of language, including grammatical and literary features at word and sentence level. To identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader. To relate texts to their cultural, social and historical traditions.
	Classic Novel	A Christmas Carol	To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. To explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level. To relate texts to their social, cultural and historical traditions. To understand how Charles Dickens hooks the reader and maintains their interest. To recognise and comment on contextual features.
	Graphic Novel	Percy Jackson and the Lightning Thief 	To use inference to analyse the characters in the text. To analyse how the format and organisation of the text contribute to the meaning of the story overall. To deduce, infer or interpret information, events or ideas from texts. To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
	Fiction	Holes 	To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level. To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader. To understand techniques used by writers to create an effective story opening. To consider how the author develops the story beyond the opening section. To understand how the author's structural and language choices help to create tension in the story To explore how the author structures the final part of the story.

	Fiction	<p>Skellig</p>  <p>SKELLIG DAVID ALMOND</p>	<p>To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. To deduce, infer or interpret information, events or ideas from texts. To looking at the structure of a text. To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level. To make inferences about the situation presented at the beginning of a story; and the way a character is presented. To use quotations to analyse the author's craft.</p>
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