Evergreen Primary Academy Reader's Curriculum

EYFS

	Whole class text	Guided reading text	Phonics Progression	Every Day Every Reader Every Session
Term 1	my world, your world; Goldilocks and the Three Bears; The Three Little Pigs; THE OKAY Book		Phase 1 and Phase 2	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum) • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots
Term 2	Pumpkin Soup; Whatever Next!; OWL BABIES; DREAM SNOW		Phase 2 mastery phonics Phase 3 phonics	• Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language

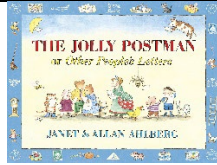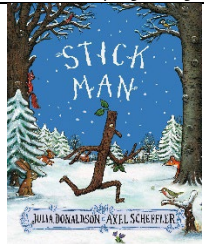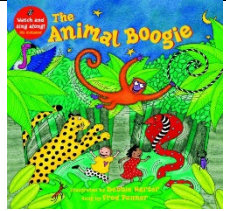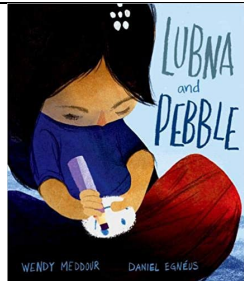| Term 3 | | Guided reading groups – phase 2 | Phase 3 phonics
Phase 3 mastery | • Use age appropriate dictionaries and thesauruses to check the meanings of words
• Note unusual correspondences and identify where these occur in the word, in relation to the y1 common exception words
• Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far
• Apply phonic knowledge and skills to decode words
• Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far
Accurately read aloud books that are consistent with their developing phonic knowledge |
| Term 4 | | Guided reading groups – phase 3 | Phase 3 mastery | |
| Term 5 | | Guided groups – phase 3 and 4 | Phase 4 phonics | |

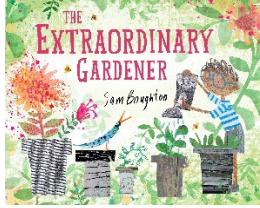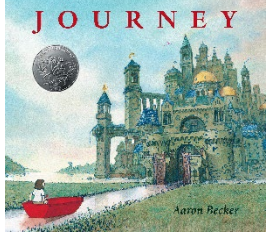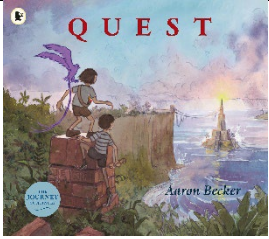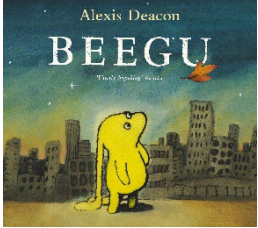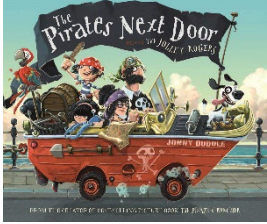| Term 6		Guided groups – phase 3 and 4	Phase 4 phonics mastery	
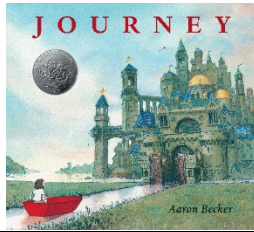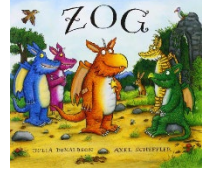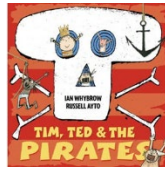
Year 1

	Whole class text	Guided reading text	Phonics Progression	Every Day Every Reader Every Session
Term 1	THE JOLLY POSTMAN or Other People's Letters. JANET & ALLAN AHLBERG • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Phase 3 j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, ar, or, ur Additional phonics sessions: w.c. 3.10.22 Teach Year R Autumn 2 (week 6) & Year R Spring 1 (week 1) w.c. 10.10.22 Teach Year R Spring 1 (week 1 &2) Pupils will need to assessed this week as well w.c. 17.10.22 Teach Year R Spring 1 (Week 4 & 5)	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum) • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Term 2	STICK MAN. JULIA DONALDSON · AXEL SCHEFFLER • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama • Make simple inferences based on their own experience e.g. I think Red Riding Hood was scared because wolves are frightening • Figurative language • Experiential opportunities – live it before reading it	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Identify the significance of the title and events in non-fiction Understand that non-fiction texts provide information	Phase 3 ow, oi, ear, air ure, er Phase 3 mastery j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, ar, or, ur ow, oi, ear, air ure, er Additional phonics sessions: w.c. 31.10.22 Teach: Year R Spring 1 (week 6) & Year R Spring term 2 (week 1) w.c 7.11.22 Teach: Year R Spring 2 (week 2 &3) w.c. 14.11.22 Teach: Year R Spring 2 (week 4 & 5) Assess whole phase in this week w.c. 21.11.22 4 weeks until end of term: Year R Summer 1 (week 1 – 6) Year R Summer 2 (week 1-2)	

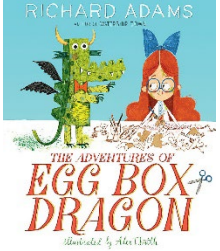|					Note unusual correspondences and identify where these occur in the word, in relation to the y1 common exception words
Term 3	History The Old Toy Room (ebook) • Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max King		Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far Apply phonic knowledge and skills to decode words Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far Understand that speech marks indicate that someone is talking out loud and change their expression accordingly Recognise exclamation marks and question marks and change their voice accordingly	**Phase 4 Revision and Phase 5a** CVCC words with adjacent consonants containing graphemes taught in phase 3 Blending of polysyllabic CVCC and CCVC Blending of CCVCC words Blending of CCVCC and polysyllabic CCVCC words Blending of CCCVCC words ay, ou, ie, ea oy, ir, ue aw. wh, ph, ew ew, oe, au, ey, zh a-e, e-e, i-e, o-e u-e **Additional phonics sessions:** Term 3 w.c. 3.1.23 6 Weeks Year R Summer 2 (weeks 3-6) Year 1 Autumn 1 (weeks 1-6) Year 1 Autumn 2 (weeks 1-2)	• Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far • Accurately read aloud books that are consistent with their developing phonic knowledge
Term 4	 • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama		• Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est • Read words with contractions	**Phase 5a (Mastery plus Y1 NC requirements) and Phase 5b** alternative pronunciations a, e, I, o, u, ow, ie, ea, er, ou, y, y, ch, c, g, ey, **Additional phonics sessions:** Year 1 Autumn 2 (weeks 3-6) Year 1 Spring 1 (weeks 1-6) Year 1 Spring 2 (Weeks 1-2)	

| Term 5 | THE EXTRAORDINARY GARDENER Sam Boughton | | Phase 5b alternative pronunciations a, e, I, o, u, ow, ie, ea, er, ou, y, y, ch, c, g, ey, Phase 5c alternative pronunciations /ch/, /j/, /m/, /n/, /r/, /s/, /s/, /z/, /u/, /i/, /i/, /ear/, /er/, /ar/, /air/, /or/, /or/, /ur/, **Additional phonics sessions:** Year 1 Spring 2 (Weeks 3-6) Year 1 Summer 1 (weeks 1-2) On track in week 3 | |

- Demonstrate their understanding e.g. through role play, story mapping, discussion, drama
- Make simple inferences based on their own experience *e.g. I think Red Riding Hood was scared because wolves are frightening*
- Figurative language
- Experiential opportunities – live it before reading it
- Draw on what they already know

| Term 6 | JOURNEY Aaron Becker | | Phase 5c: Alternative pronunciations /oo/, /ai/, /ee/, /ee/, /igh/, /oa/, /oa/, /(y)oo/, /(y)oo/, /oo/, /sh/ | |

- Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past
- Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max King
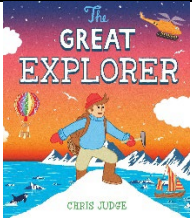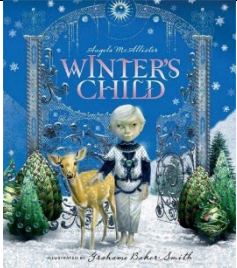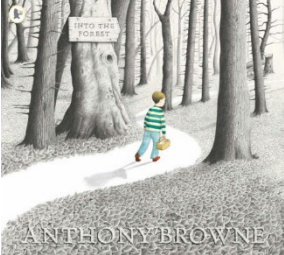
Year 2
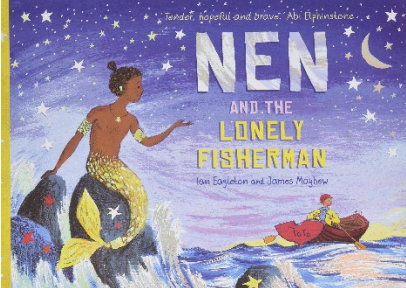
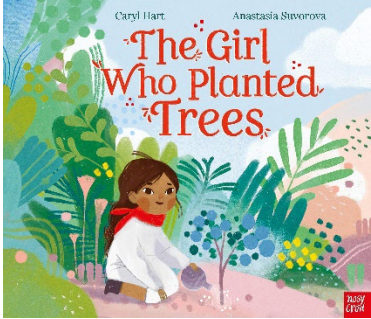|	Whole class text	Guided reading text	Phonics Progression	Every Day Every Reader Every Session
Term 1	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama		Phase 5a Mastery: Wk 1: oi, oy, ow, ou, ur, er, ir, or, aw, au, ai, ay a-e Wk 2: ai, ay a-e / ou and ow / ie, igh i-e / ea, ee e-e Wk 3: oy, oi / ir, er, ur / ue, ew, oo, u-e / ue, ew u-e / ph, f, ff Wk 4: aw / wh / ph / ew / aw, ew, wh, ph Wk 5: ew / oe /au /ey / zh Wk 6: a-e / e-e / i-e / o-e / a-e, e-e, i-e, o-e Wk 7: : a-e / e-e / i-e / o-e / ve	• Read aloud books matched to Y2 phonic knowledge, without overt sounding and blending, when they have been frequently encountered • Read accurately words of two or more syllables • Read words containing common suffixes e.g. –ment, -less, -ful, -ness • Automatically read unfamiliar words accurately and without undue hesitation when reading aloud • Use appropriate intonation to make the meaning clear

Term 2	BEEGU — Alexis Deacon	History The Victorians	Phase 5b Wk 1: a (acorn) / a (fast) / a (was) / e (he) Wk 2: i (mind) / o (no) / u (unit) / u (put)	• Note unusual correspondences and identify where these occur in the word, in relation to the **Y2** common exception words
	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Make predictions based on their wider reading • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama • Make simple inferences based on their own experience e.g. I think Red Riding Hood was scared because wolves are frightening • Figurative language • Experiential opportunities – live it before reading it			• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Term 3	The Pirates Next Door — Jonny Duddle		Phase 5C	• Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue • Use their growing phonics knowledge to decode and blend compound words • **Continue to** correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far.
	• Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end • Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks, commas in lists and change their voice accordingly			

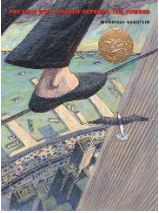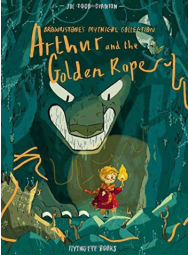|				Phase 5C mastery	
Term 4	• List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions • **Express a single point of view about a text**			Phase 5C mastery	
Term 5	• Explain, discuss and link understanding of books, poems and other material • Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide • Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again				
Term 6	• Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks, **commas in lists** and change their voice accordingly				

Year 3

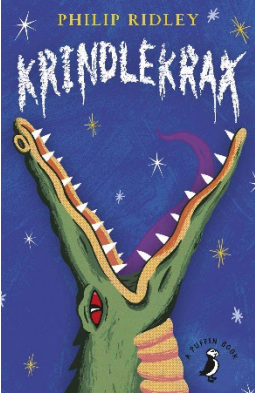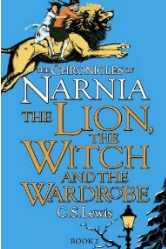|	Whole class text	Reading across the curriculum	Phonics progression	Every reader, every session, every day
Term 1	 • Orally retell whole stories/sections of stories linked to the Y3 range. • Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied		Phase 5 Phonics Part a (Spelling Recap) Phase 5 b Mastery	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate
Term 2	 • Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? • Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. • **Draw inferences about characters' feelings, thoughts, actions and motives based on one or more points of reference** *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.*	Historian • Express their views and listen to the views of others. • Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed • Use skimming to locate main ideas in the text and scanning to locate pieces of information, with a focus on specific words	Phase 5 Phonics Part c Mastery	

Term 3		Scientist		dictionaries and thesauruses to check the meanings of words

	Orally retell whole stories/sections of stories linked to the Y3 range.	• Express their views and listen to the views of others.		• Accurately blend sounds in unfamiliar words (e.g. context-specific vocabulary, proper nouns

Full reconstruction:

Term 3

Orally retell whole stories/sections of stories linked to the Y3 range.
- Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied
- **Draw inferences about characters' feelings, thoughts, actions and motives based on one or more points of reference *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.***
- Express their views and listen to the views of others.
- Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.

Scientist

- Express their views and listen to the views of others.
- Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.
- Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.

dictionaries and thesauruses to check the meanings of words
- Accurately blend sounds in unfamiliar words (e.g. context-specific vocabulary, proper nouns
- Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words

Term 4

Orally retell whole stories/sections of stories linked to the Y3 range.
- Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied
- **Draw inferences about characters' feelings, thoughts, actions and motives based on one or more points of reference *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.***

Geographer

- Discuss their understanding of both texts they have read independently and those read to them, including contemporary and classic poetry, stories and non-fiction
- Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint).
- Identify the language conventions of non-fiction in relation to the text type
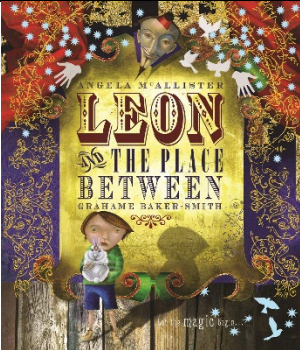
	Justify inferences with a single piece of evidence from the text to support one specific point. *Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil.* *Use skimming to locate main ideas in the text and scanning to locate pieces of information, with a focus on specific words*			
Term 5	Caryl Hart Anastasia Suvorova **The Girl Who Planted Trees** *Discuss their understanding of both texts they have read independently and those read to them, including contemporary and classic poetry, stories and non-fiction* *Orally retell whole stories/sections of stories linked to the Y3 range.* *Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied* **Draw inferences about characters' feelings, thoughts, actions and motives based on one or more points of reference *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.***	<u>Historian</u> *Identify the structural conventions of non-fiction in relation to the text type* *Use contents and sub-headings to locate and record specific information.* *Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.*		
Term 6	KING OF THE SKY NICOLA DAVIES ILLUSTRATED BY LAURA CARLIN	<u>Scientist</u> *Express their views and listen to the views of others.* *Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.*		

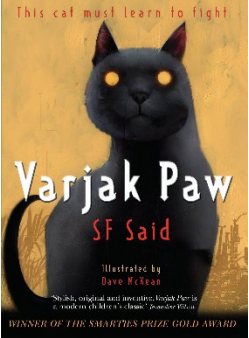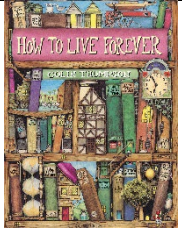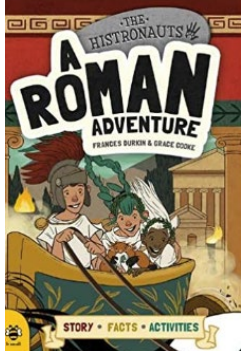|		
- Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? - Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. - Express their views and listen to the views of others. - Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck. - Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.	

Year 4

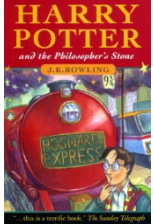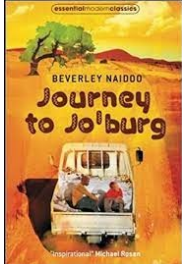|	Whole class text	Reading across the curriculum	Every reader, every session, every day
Term 1	 • Orally retell whole stories/sections of stories linked to the Y4 range • Discuss their understanding of both texts they have read independently and those read to them (see range). • Predict what may happen based on **what has been implied** e.g. I think mum will get cross because she's worried Tom may get into trouble • Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you	<u>Historians</u> • Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases • Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books). Identify the language features of fiction and poetry… • Identify the language conventions of non-fiction in relation to the text type (see range).	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum) • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words • Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words • Accurately blend sounds in unfamiliar words • Discuss their understanding of both texts they have read independently and those read to them (see range).
Term 2	 • Discuss their understanding of both texts they have read independently and those read to them (see range). • Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble • Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I	<u>Historians</u> • Identify the language conventions of non-fiction in relation to the text type (see range). • Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases	

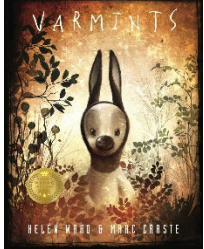|		
	think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you • Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick). • Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	
Term 3	 • Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you • Justify inferences with **several pieces of evidence** from the text to support one specific point • **Identify the author's message about the theme** e.g. being honest is the best way to be; it's ok to lie when you need to • **Explain** their views, listen to others' views **and respond**	Scientists • Identify the structural conventions of non-fiction in relation to the text type • Use contents, indexes, glossaries and sub-headings to locate and record specific information
Term 4		Geographers • Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases • Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books). Identify the language features of fiction and poetry.

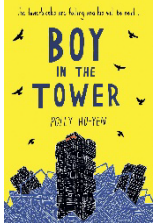|			
	- Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you - Justify inferences with **several pieces of evidence** from the text to support one specific point - Ask **specific** questions to improve their thoughts about a text; **explanations and understanding of language** e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?	Identify the language conventions of non-fiction in relation to the text type (see range).	
Term 5	 - Orally retell whole stories/sections of stories linked to the Y4 range - Predict what may happen based on **what has been implied** e.g. I think mum will get cross because she's worried Tom may get into trouble - Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you - Justify inferences with **several pieces of evidence** from the text to support one specific point **Explain how words and phrases capture the reader's interest and imagination** and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are. - Summarise ideas from **across several paragraphs or sections** e.g. how a character's fear is portrayed across several paragraphs,	<u>Geographers</u> - Summarise ideas from **across several paragraphs or sections** e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report - Identify the language conventions of non-fiction in relation to the text type (see range). - Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases - Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	

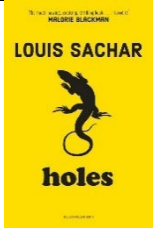|			
	identifying the subject of each paragraph in a non-chronological report		
Term 6	 **Varjak Paw** SF Said • Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you • Justify inferences with **several pieces of evidence** from the text to support one specific point • Ask **specific** questions to improve their thoughts about a text; **explanations and understanding of language** e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? • **Identify the author's message about the theme** e.g. being honest is the best way to be; it's ok to lie when you need to	Scientists • Identify the structural conventions of non-fiction in relation to the text type • Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases • Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books). Identify the language features of fiction and poetry. • Identify the language conventions of non-fiction in relation to the text type (see range).	

Year 5

	Whole class text	Reading across the curriculum	Every reader, every session, every day
Term 1	 • Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything) • Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous	Scientists/Geographers • Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes). • Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous • Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum) • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words • Use their phonetic knowledge to decode higher-level unfamiliar words • Apply their knowledge of root words, prefixes and suffixes to read aloud in relation to Y5 curriculum content • Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience • Fluency in age-appropriate texts: 450 words in five minutes with sustained reading stamina and expression, including Y5 punctuation
Term 2	 • Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? • Explain and develop their own views and build effectively on those of others • Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue. • Distinguish between fact and opinion • Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to	Historians • Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) • Discrete teaching of skimming and scanning to locate information efficiently across a range of sources	

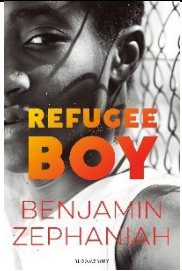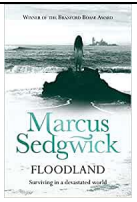|		
	• move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous • Justify inferences and views with a variety of references from across the text	• Identify the structural conventions of non-fiction in relation to the text type • Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument
Term 3	 • Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous • Justify inferences and views with a variety of references from across the text • Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII • Explain and develop their own views and build effectively on those of others • Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness	<u>Scientists</u> • Explain and develop their own views and build effectively on those of others • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab
Term 4		<u>Geographers</u> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab

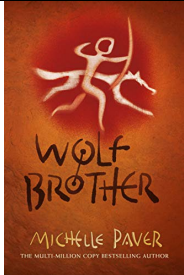|		
	• Discuss their understanding of both texts they have read independently and those read to them (see range) • Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything) • Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous • Justify inferences and views with a variety of references from across the text • Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue.	• Identify the structural conventions of non-fiction in relation to the text type • Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument	
Term 5

• Discuss their understanding of both texts they have read independently and those read to them (see range)
• Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything)
• Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous
• Justify inferences and views with a variety of references from across the text
• Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness
• Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue. | Historians
• Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)
• Discrete teaching of skimming and scanning to locate information efficiently across a range of sources
• Identify the structural conventions of non-fiction in relation to the text type
• Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument | |

Term 6		Scientists	
	• Discuss their understanding of both texts they have read independently and those read to them (see range)	• Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII	
	• Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything)	• Explain and develop their own views and build effectively on those of others	
	• Draw inferences from **across the chapter or text** about themes and characters' and **authors' viewpoints** e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous		
	• Justify inferences and views with a variety of references from across the text		
	• Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?		
	• Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue.		

Year 6

	Whole class text study	Reading across the curriculum	Every reader, every session, every day
Term 1	LOUIS SACHAR holes - Discuss their understanding of both texts they have read independently and those read to them - Summarise ideas, events and information throughout a text and across texts (about a common topic) Summarise ideas, events and information throughout a text and across texts (about a common topic) Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience - Fluency: sustained reading **with extended texts across the curriculum at 90 wpm**	<u>Historians</u> - Read books that are structured in specific ways and for a range of purposes e.g. time slip stories, texts that provide information about a theme/topic from the past, present and future - Discrete teaching of skimming and scanning to locate information efficiently across a range of sources	- Cultural capital, explicit teaching - Building on prior knowledge linking to the previous year group - Draw on what they already know - Experiential opportunities – live it before reading it - Explore contexts (narrative and wider curriculum) - Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots - Homophones, synonyms, antonyms - Explicit teaching and pre-teaching of vocabulary - Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts - Tier 2 and 3 vocab - Figurative language - Use age appropriate dictionaries and thesauruses to check the meanings of words - Use their phonetic knowledge to decode higher-level unfamiliar words - Apply their knowledge of root words, prefixes and suffixes to read aloud in relation to Y6 curriculum content - Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience - Fluency: sustained reading with extended texts across the curriculum at 90 wpm
Term 2	THE WEATHER SIGN - Predict what may happen based on their **wider understanding of context and themes** (e.g. I think Rose will die because the Germans killed people who tried to help anyone in concentration camps). - **Justify their inferences** and views with a variety of references from across texts and by **comparing sources and considering the reliability of information** e.g. selecting points that support and discrediting points that contradict their argument - **Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes** e.g. soldiers were disillusioned	<u>Historians</u> - Read books that are structured in specific ways and for a range of purposes e.g. time slip stories, texts that provide information about a theme/topic from the past, present and future - Discrete teaching of skimming and scanning to locate information efficiently across a range of sources - Identify the structural conventions of non-fiction in relation to the text type	

	with the war because the reality was different from what they'd been told • Summarise ideas, events and information throughout a text and across texts (about a common topic)	
Term 3	*REFUGEE BOY* by BENJAMIN ZEPHANIAH • Predict what may happen based on their **wider understanding of context and themes** (e.g. I think Rose will die because the Germans killed people who tried to help anyone in concentration camps). • **Justify their inferences** and views with a variety of references from across texts and by **comparing sources and considering the reliability of information** e.g. selecting points that support and discrediting points that contradict their argument • **Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes** e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told • Summarise ideas, events and information throughout a text and across texts (about a common topic)	<u>Scientists</u> • Explain and **extend** their own views and **challenge** those of others • Evaluate how authors use language to impact the reader e.g. use of repetition for effect • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Distinguish between fact, opinion **and bias**
Term 4	Marcus Sedgwick FLOODLAND • **Justify their inferences** and views with a variety of references from across texts and by **comparing sources and considering the reliability of information** e.g. selecting points that support and discrediting points that contradict their argument • **Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes** e.g. soldiers were disillusioned	<u>Geographers</u> • **Justify their inferences** and views with a variety of references from across texts and by **comparing sources and considering the reliability of information** e.g. selecting points that support and discrediting points that contradict their argument • **Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes** e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told • Ask **specific** questions to develop understanding of a text, topic or theme, **including their wider understanding of cultural and social issues** e.g. Why did Dickens write so often

	with the war because the reality was different from what they'd been told ● Ask **specific** questions to develop understanding of a text, topic or theme, **including their wider understanding of cultural and social issues** e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) ● **Identify how the same theme is represented across texts** ● Evaluate how authors use language to impact the reader e.g. use of repetition for effect ● Summarise ideas, events and information throughout a text and across texts (about a common topic)	about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)	
Term 5	 ● Predict what may happen based on their **wider understanding of context and themes** (e.g. I think Rose will die because the Germans killed people who tried to help anyone in concentration camps). ● **Justify their inferences** and views with a variety of references from across texts and by **comparing sources and considering the reliability of information** e.g. selecting points that support and discrediting points that contradict their argument ● Summarise ideas, events and information throughout a text and across texts (about a common topic) ● Explain and **extend** their own views and **challenge** those of others	Historians ● Read books that are structured in specific ways and for a range of purposes e.g. time slip stories, texts that provide information about a theme/topic from the past, present and future ● Discrete teaching of skimming and scanning to locate information efficiently across a range of sources ● Identify the structural conventions of non-fiction in relation to the text type	
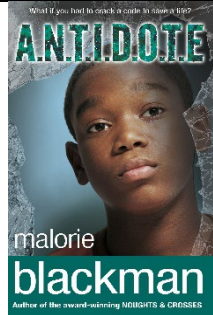
Term 6		Scientists	
	• Discuss their understanding of both texts they have read independently and those read to them • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	• Explain and **extend** their own views and **challenge** those of others • Evaluate how authors use language to impact the reader e.g. use of repetition for effect • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Distinguish between fact, opinion **and bias**	