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| **Reading** |
| **How do we make a difference?** |
| **‘There’s so much more to a book than just reading.’ Maurice Sendak** |

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| **EYFS** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Entertain | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform | Writing to Entertain |
| **Text choices** | Figurative symbolic text    Resistant texts including poetry | Narratively Complex  (Complexity of the narrator)    Resistant texts including poetry | Non Linear Time Sequences    Narratively Complex  (Complexity of the narrator)    Archaic Language | Non Linear Time Sequences    Figurative symbolic text    Not on the reading spine (maths text) | Narratively Complex (Complexity of the Narrator)    Figurative symbolic text | Narratively Complex  (Complexity of the narrator)    Non-linear time sequences |
| **Phonics Texts** |  | Jack and the Beanstalk   * Long oo/ ar   Reading Champion: Jack and the Beanstalk by Jackie Walter | Hachette UK | Little Red Riding Hood   * short oo and ow   Sleeping beauty   * ee/ ur   Hansel and Gretel   * ai/ or | Cinderella   * oa/ er   Rapunzel   * igh/ air   Frog and the Prince   * oi/ ure   Cinderella eBook by Disney Press - EPUB | Rakuten Kobo United Kingdom Rapunzel eBook by Catherine McCafferty - EPUB | Rakuten Kobo United Kingdom |  |  |
| **Maths Texts** | Not on reading spine      Non-Linear Time Sequences | Archaic Language    Not on reading spine | Non-Linear Time Sequences    Not on reading spine      Figurative/symbol ic Text | Not on reading spine | Not on reading spine | Not on reading spine |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | Rainbow Fish  As part of the transition from summer, children explore this text as one that is familiar to them. This story enables children to explore friendships and being part of a bigger family, exploring aspects such as sharing.  You choose  This text allows children the opportunity to share texts in smaller groups and develop the story themselves. This helps to generate a love of reading whilst allowing the practitioner to support in developing vocabulary as part of Communication Language and Literacy.  The poetry elements allow children to begin to focus in their listening skills inline with the Phonics learning taking place. It enables us to listen for key words that rhyme and also begin to develop a sense of phrasing and the flow of words. | | Children have experienced a range of different stories and now we begin to dig deeper, developing their understanding of characters, setting and sequences.  Some children will now be ready for more formal writing aspects and these children will begin to write to inform using instructional writing which links in not only to our Oracy work but also to Computing (basic coding) but also relating what they read to their writing.  These texts will also support children for whom English is an additional language as prepositions etc tend to be something that they find hard to grasp. The texts chosen will support this learning. | | By this stage the children will have been taught all of the Phonics curriculum for EYFS and therefore it is the right time to focus on how stories and reading link into the writing process.  Through texts that link directly with science and growth the children will be able to use technical vocabulary related to plant growth to create pieces non-fiction writing.  During the previous terms, the children will also have been learning about different countries from around the world. This will give them a knowledge base in order to access some fo the more complex texts that have a different geographical demographic to that of their own. | |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I enjoy rhyming and rhythmic activities |  |  |  | I can enjoy a range of books and can begin to explain why. |  |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading. | **Physical**  -To speak audibly so they can be heard and understood  -To use gestures to support meaning in play  **Linguistic**  -To use talk in play to practice new vocabulary  **Social and emotional**  -To look at someone who is speaking to them | | **Physical**  -To speak audibly so they can be heard and understood  **Linguistic**  -To use talk in play to practice new vocabulary  **Cognitive**  -To make relevant contributions and ask questions  **Social and emotional**  -To take turns when working in a group | | **Physical**  -To speak audibly so they can be heard and understood  **Linguistic**  -To use talk in play to practice new vocabulary  -To join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ and ‘’but’  **Cognitive**  -To use ‘because’ to develop their ideas  -To make relevant contributions and ask questions  -To describe events that have happened in stories | |
| **Talk Tactics** | **Instigate –** make relevant contributions | | **Probe –** ask questions | | **Summarise –** describe events | |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Read with growing fluency texts linked to their ability and that meet the ELG by the end of Reception.  EYFS- DEVELOPMENT MATTERS  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | | | | | |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics.  **Monster Phonics uses a colour coded system that enables children to grasp the new phoneme and related grapheme before removing the colour coding approach.** | **ELG:**  Recognise letters and the sounds they make.  Use phonics to sound out and blend new words.  Read simple sentences.  As each term builds, children will begin to recognise the focus words from the previous term faster and on sight.  Children will use phonemes buttons as part of every day practice in Year 1 and children can use this as a strategy in the Phonics Screening check.  ***“Sound buttons***  ***If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes. You must not mark the graphemes for the pupil.” (Phonics Screening Check Guidance March 2022)*** | | | | | |
| **Monster Phonics**  **Learn sounds…**  S a t p I n m d g o c k ck e u r h b  **Learn words using blending as the prime approach**  A at as in it is I an and am dad get dog can go on not cat up mum put had him his big has  **Learn common exception words**  To into go no the oh  **30 to 50 months:** Show an awareness of rhyme and alliteration.  Recognise rhythm in spoken words  Recognise rhythm in spoken words.  Continue a rhyming string.  Hear and say the initial sound in words. | **Learn sounds…**  F ff l ll ss j v w x y z zz qu ch sh th (hard and soft) ng oo (long) ar  Begin to understand that two letters can make one sound and use the correlating vocabulary of digraph.  **Learn words using blending as the prime approach**  If off for will all went from help too her with yes then them that this  **Learn common exception words**  He she me we be of my they you was are said | **Learn sounds…**  Oo (short), ow ee ur ai or  **Learn words using blending as the prime approach**  Look now down see just it’s  **Learn common exception words**  Going have do so | **Learn sounds…**  Oa er igh air oi ear ure  **Learn words using blending as the prime approach**  like when little day away play children  **Learn common exception words**  Some come were one by what | **Learn sounds…**  This term will focus on learning words where consonants are adjacent.  CVCC CCVC CCVCC  **Learn words using blending as the prime approach**  Saw time out house about  **Learn common exception words**  You’re here saw house | **Learn sounds…**  This term will focus upon polysyllabic words, compound words and onset words using previously taught graphemes. There will be a greater emphasis on HFW spelling.  **Learn words using blending as the prime approach**  Made make came I’m very our don’t  **Learn common exception words**  Old called asked looked theirMr Mrs people could |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | Use vocabulary and forms of speech that are increasingly influenced by their experiences of books | | Be able to tell oral stories to explain/explore language | | Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)** | Play cooperatively as part of a group to develop and act out a narrative | Describe main story settings, and main characters. | Describe main story settings, events and main characters. | | Follow a story without pictures or props.  Begin to retell familiar stories. | Know that information can be retrieved from books  and computers  Tell others about what I have read with growing independence. |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** |  |  | Guess/suggest what might happen next and how a story might end. | | Talk about what might happen in a book by answering ‘how’ and ‘why’ questions. | |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Talk about books they like | | Talk about books they like and explain why/demonstrating understanding. | | Understand humour,  e.g. nonsense rhymes, jokes. | |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Talk about books that are alike and why with increasing attention and recall. | | Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | | Demonstrate understanding when talking with others about what they have read. | |
| **Poetry and Performance** | Join in with rhymes and stories that I know. | | Express themselves effectively, | | Express themselves effectively, showing awareness of listeners’ needs. | |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Know the different parts of a book.  Front cover-  Blurb | | Know the different parts of a book.  Text- Author  Illustrations- Illustrator (real/ drawn)  Fiction/ Non-fiction | | Know the different parts of a book.  Link to ICT- ebooks/ websites | |
| **Non Fiction** | Talk about what I liked and did not like in the books I read and share. | | | | | |

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| **Y1** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Entertain | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform | Writing to Entertain |
| **Text choices** | Figurative / Symbolic Texts    Non Linear Time Sequences    Narratively Complex    Resistant Texts | Archaic Language    Resistant Texts    Narratively Complex | Narratively Complex    Non-Linear Time Sequences    Narratively Complex    Figurative / Symbolic Texts | Archaic Language    Narratively Complex    Narratively Complex | Archaic Language    Figurative / Symbolic Texts | Resistant Texts    Non-Linear Time Sequences    Narratively Complex    Figurative / Symbolic Texts |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | The Colour Monster talks about children’s feelings and how these change which is a link to our PSHE curriculum at this stage in the year.  Hair Love, Nimesh the Adventurer, The Many Colours of Harpreet Singh and Island Born are all about children form different races and religions to support PSHE learning that we are all different but special.  Owl Babies has a repetitive element for children to join in with. | The Elves and the Shoemaker and The Night Before Christmas fit in with the time of year.  The More it Snows fits in with our work in Science on seasonal change, where the children write their own winter based poems.  Aesop’s fables gives the children a chance to retell the story, which has a simple story map to support their writing. It also fits I with our RE work on parables, and finding hidden meanings in stories. | The Jolly Postman has letters that are several different types of Writing to Inform e.g. letters, adverts etc. These will support children’s understanding for writing.  The Proudest Blue and My Special Angels are based on the religion of Islam, which is studied in RE lessons in this term. | This term we will be writing Traditional Tales so reading a variety of them will support the children’s understanding of this text type.  Tiddler and The Highway Rat are both rhyming books by the same author. We will compare and contrast the stories by the same author. | As the children are maturing, we will introduce a chapter book: The Magic Faraway Tree. We will use the idea of the different lands at the top of the tree to write information about magical lands. | By now, the children will be more fluent readers, and more confident in their oracy, so Poems to Perform will be a good text to use here.  Again, we have a chapter book: The Giraffe, The Pelly and Me.  What the Ladybird Heard will be the stimulus for writing their own stories about the ladybird preventing the baddies from committing a crime.  The Stinky Cheeseman follows from their learning about Traditional Tales, and the children should be more mature to enjoy the humour in these stories. |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I enjoy listening to a range of stories, poems and non-fiction read to me. | | I am beginning to explain what type of books I like and dislike. | | I enjoy reading different books and talking about them. | |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading. | **Physical**  -To speak clearly and confidently in a range of contexts  **Linguistic**  -To use vocabulary specific to the topic at hand  -To take opportunities to try out new language | **Physical**  To speak clearly and confidently in a range of contexts  **Linguistic**  -To use vocabulary specific to the topic at hand | **Physical**  -To use appropriate tone of voice in different contexts  **Cognitive**  -To explain ideas and events in stories chronological order  **Linguistic**  -To take opportunities to try out new language | **Linguistic**  -To take opportunities to try out new language  **Cognitive**  -To explain ideas and events in stories chronological order  -To ask a question when they haven’t understood | **Linguistic**  -To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.  **Cognitive**  -To offer reasons for opinions  -To disagree with someone else’s opinion politely  **Social and emotional**  -To organise group discussions independently of an adult | |
| **Talk Tactics** | **Instigate –** make relevant contributions | **Instigate –** make relevant contributions  **Summarise –** describe events | **Instigate –** make relevant contributions  **Summarise –** describe events | **Instigate –** make relevant contributions  **Summarise –** describe events  **Probe –** ask questions | **Challenge** – disagree politely  **Probe –** ask questions | **Challenge** – disagree politely  **Probe –** ask questions |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Explain clearly their understanding of what is read to them. | Explain clearly their understanding of what is read to them. | Check that a text makes sense to them as they read and to self- correct. | Check that a text makes sense to them as they read and to self- correct. | Draw on what they already know or on background information and vocabulary provided by the teacher. | Draw on what they already know or on background information and vocabulary provided by the teacher. |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics.  **Monster Phonics uses a colour coded system that enables children to grasp the new phoneme and related grapheme before removing the colour coding approach.** | Read multisyllabic words containing taught letter/sound correspondences.  Throughout the Monster Phonics Scheme, children are taught to read words with common suffix endings as part of weekly sessions.   * Read common suffixes with –s,-es,-ing,-ed,-er and –est endings.   Read contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe stands for the missing letter.  Read accurately and fluently books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.  Children will use phonemes buttons as part of every day practice in Year 1 and children can use this as a strategy in the Phonics Screening check.  ***“Sound buttons***  ***If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes. You must not mark the graphemes for the pupil.” (Phonics Screening Check Guidance March 2022)*** | | | | | |
| **Monster Phonics**  **Learn sounds…**  Ff ss zz ll ck nk Tch ve ai oi ay oy  Suiffx s/es a\_e e\_e i\_e o\_e u\_e (oo) u\_e (yoo) are  Children will revisit some of the double consonant phonemes, learning when this rule applies. Before learning alternative phonemes children will first revisit those taught in EYFS to consolidate knowledge.  **Learn words using blending as the prime approach**  A is his has says ask put push pull full from help back animals will this that then them with went off children just  **Learn common exception words**  Be he me we she no go so to do today I by my love some come was one once friend you’re the of said here there you school house our where were they are made make came like time by my I I’m into too don’t | **Learn sounds…**  Long ee  Suffixes ending in ed/ ing  Long ea, ea (e)  Er ir ur  Oo (long) oo (short)  Oa oe ow  Ou ow  **Learn words using blending as the prime approach**  See very day when about out look looked asked down no little soon food room play way say may away been need keep feet snow grow window  **Learn common exception words**  Have people could saw all Mr Mrs what their called more horse gone live would school know | **Learn sounds…**  (long oo) ue ew  (yoo) ue ew  K before y i e  (long igh) ie igh  (long ee) ie  Or ore aw au  Air  Prefix un  Ear (long) ear (air)  **Learn words using blending as the prime approach**  Three tree trees green sleep queen please ever never river under better after good took looks looking car dark park hard garden found round around mouse shouted even began before girls birds first sea tea eat each really  **Learn common exception words**  Going most over cold told gave take place he’s we’re before because these other mother another | **Learn sounds…**  Are y (long ee) ph wh  E (long ee)  O (long o)  **Learn words using blending as the prime approach**  Us has inside liked can’t didn’t hear something fly why new use there where boy which dragon animals lived boat cried again different jumped stopped narrator  **Learn common exception words**  Want wanted great key white love head couldn’t giant find laughed friends door thought through magic once air who I’ve I’ll these  Towards the end of this term the children will begin to revise certain phonemes based on assessment and in preparation for the phonics screening check. | During term 5 and 6 the children will revisit all phonemes and words taught so far. Ones that require additional learning will be taught more explicitly inline with the policy that ‘no child is left behind’.  The Phonics screening check will also take place during term 5 in line with National Assessment deadlines.  There will be a high focus placed on developing fluency for accurate reading.  Children will also have a specific focus on:-   * Compound words * Numbers * Contractions * Days * Months * colours | |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | Identify and talk about meanings of words linking meaning to those they already know.  - Word Aware | | | Find words with similar meanings. | | |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | Retell familiar stories orally and sequence the events of a story they are familiar with.  Identify the beginning, middle and end of a text/story.  Develop their knowledge of retrieval through images. | | Sequence and retell the events of a story they are familiar with  e.g. traditional tales and fairy stories.  Identify the beginning, middle and end of a text/story.  Develop their knowledge of retrieval through images  Talk about what I have read with others | | Sequence and retell the events of a story they are familiar with  e.g. traditional tales and fairy stories.  Identify the beginning, middle and end of a text/story.  Talk about what I have read with others. | |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** | Make predictions based on clues from the text/what they have read so far and justify your answers orally. | | | Find clues in a text based on what has been said and done. | | |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Explain how the storyline and pictures make me feel  ***Do you need this in every box? When are you going to focus on this skill? Maybe look back at the Oracy to see when you are focusing on this skill- you only need it in the term that it is your focus.*** | Explain how the storyline and pictures make me feel | Explain how the storyline and pictures make me feel | Explain how the storyline and pictures make me feel | Explain how the storyline and pictures make me feel | Explain how the storyline and pictures make me feel |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Recognise and join in with predictable phrases.  **Can thse merge together at all?**  **Remember that once as aspect has been taught, it doesn’t have to be retaught as a focus- yes we will continue to cover this skill but it may not be our actual focus.** | | Identify similarities and differences between stories. | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. | Identify similarities and differences between stories. | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Identify similarities and differences between stories. |
| **Poetry and Performance** | Learning to appreciate rhymes and poems, and to recite some by heart.  Use actions to learn simple texts off by heart. | Learning to appreciate rhymes and poems, and to recite some by heart.  Use actions to learn simple texts off by heart. | Learning to appreciate rhymes and poems, and to recite some by heart.  Again when is this a real focus? Or are you covering a rhyme every term? Same for section below. | Learning to appreciate rhymes and poems, and to recite some by heart. | Learning to appreciate rhymes and poems, and to recite some by heart. | Learning to appreciate rhymes and poems, and to recite some by heart. |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | Recognise and join in with repeated patterns and phrases.  Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter |
| **Non Fiction** | Discuss features and layout of non-fiction text.  *I would link this into the writing process with regards when you cover a non-fictionm text so it wouldn’t need to be in every term.* | Discuss features and layout of non-fiction text. | Discuss features and layout of non-fiction text. | Discuss features and layout of non-fiction text. | Discuss features and layout of non-fiction text. | Discuss features and layout of non-fiction text. |

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| **Y2** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Entertain | Writing to Inform | Writing to Entertain | Writing to Inform | Writing to Inform | Writing to Entertain |
| **Text choices** | Zog – Not on Reading Spine  Inserting image...  Zog and the flying doctors – Not on Reading Spine    Big Cat books – Castles – Not on Reading Spine | Dragonology – Not on Reading Spine  Inserting image...  The dragon machine – Not on Reading Spine    Tell me a dragon – Not on Reading Spine | Cinnamon – Non-linear Time Sequence.    Selfish Giant – Archaic Language    The ugly five – Narratively Complex    Who has seen the wind? - Resistant texts (including poetry).    Emotional Menagerie – Figurative symbolic text | Boundless sky – Resistant texts (including poetry).    The Climbers – Narratively Complex    DK children’s illustrated atlas – Not on reading spine. | James and the Giant Peach – Non-linear Time Sequences    The Snow Queen – Hans Christian Andersen – Archaic Language.      Look up! - Figurative/ symbolic text    Meerkat Mail – Narratively Complex  Little Red Riding Hood by Roald Dahl – Not on Reading Spine.  Julia Donaldson- Poems to perform – Not on Reading Spine. | Goldilocks and the Three Bears - Archaic Language    The Heart and the Bottle – Narratively Complex    Ruby’s Worry – Figurative symbolic.    India - The Land and the People – Not on Reading Spine |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | Zog – Links to our History topic around Castles and Dragons | Dragonology – Links to our History topic around Castles and Dragons. | Cinnamon is a text linked to another culture that will be as pre-learning about India through story before our Geography topic on India in Term 4.  Who has seen the wind is a poem about the wind. It develops the children’s understanding of the effects of weather as well as developing other inference. It gives children the opportunity to use the text to stimulate their own weather ideas for poems (e.g. snow, sun, etc).  Emotional Menagerie is a figurative and symbolic text that will support the children to return to school after Christmas and understand their feelings about returning to school.  The Selfish Giant is and archaic text that will help to develop and widen the child’s vocabulary knowledge.  The Ugly Five is a narratively complex book that will develop and widen children’s vocabulary whilst also giving them the opportunity to compare the book and its themes to other Julia Donaldson books. | India- The Land and the People is a text that we are going to use to help us to write information about India. This also links to our geography topic. From this text we will also complete a fact file.  Boundless Sky- This text will support the children with the theme of leaving and the feelings that surround this. In the book the bird comes back to the place and the child is not there anymore. This will also support the children’s inference skills as they can think about how the bird my feel, as well as showing the children that not everybody has the same opportunities or safe place to live.  The Climbers - This book is set in a jungle, which links to the Cinnamon and India texts. | James and the Giant Peach - A non-linear time sequence book that can be used to enhance the children’s descriptive vocabulary and narrative writing skills. Children can explore the themes and structure of the narrative to write their own similar narratives by changing one or two aspects, e.g. the fruit or the animals that have changed due to the magic worms.  Snow Queen (Geraldine McCaughrean and Hans Christian Andersen) - As we will be looking at Queens Elizabeth I and II in our History, these Archaic language texts will provide children with opportunities to read about a Queen in a different context. It will also give the children opportunities to compare the Snow Queen from both authors to develop their comparison skills.  The Queen’s knickers – A narratively complex story will help children to develop reading skills whilst also linking to learning around QE2.  Non-Fiction texts around QE1 and QE2 will help to enhance children’s learnings as they learn about these two monarchs through our History topic in Term 5. It will also give children opportunities to develop retrieval, inference and sequence skills in preparatiion for KS1 SATs. | Ruby’s Worry links to the end of year transition worries that children may have. For example, worries about moving up to the next year group or next key stage.  Goldilocks- This book will be used to enhance the children’s imagination and use of vocabulary. The children will design a wanted poster including the detail and description of the person (Goldilocks).  Heart and the bottle- This book will support use to look at the topic of grief and explore the feelings centred around this. By this time the children will helpfully be mature enough to explore this topic. This also links in with our PSHE topic about the theme of leaving.  Meerkat Mail- This text links to the concept that the children are moving onto a new journey, eg new year group.  Look up! – This text links to the concept that the children are moving onto new opportunities and to show them that they can do achieve their goals no matter what, |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.    I choose to read different books and enjoy sharing them.    I am able to explain what type of books I like and dislike and why. | I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction. | I am able to explain what type of books I like and dislike and why. | I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction. | I am able to explain what type of books I like and dislike and why. | I choose to read different books and enjoy sharing them. |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading. | **Physical**  -To use gesture to support the delivery of ideas  **Linguistic**  -To adapt how they speak in different situations according to audience  -To use sentence stems to signal when they are building on or challenging other’s ideas  **Cognitive**  -To ask questions to find out more about a subject  -To build on other’s ideas in discussions  -To make connections between what has been said and their own and others’ experiences  **Social and emotional**  -To develop awareness of an audience  -To be aware of others who have not spoken and to invite them in  -Confident delivery of short, prepared material | **Physical**  -To use gesture to support the delivery of ideas. | **Linguistic**  -To adapt how they speak in different situations according to audience.  -To use sentence stems to signal when they are building on or challenging other’s ideas. | **Cognitive**  -To ask questions to find out more about a subject.  -To build on other’s ideas in discussions. | **Cognitive**  -To be aware of others who have not spoken and to invite them in. | **Social and emotional**  -To develop awareness of an audience  -To be aware of others who have not spoken and to invite them in  -Confident delivery of short, prepared material. |
| **Talk Tactics** | **Instigate –** make relevant contributions  **Challenge** – disagree politely  **Build –** Build on other’s ideas  **Probe –** ask questions  **Summarise –** describe events | **Build –** Build on other’s ideas  **Instigate –** make relevant contributions | **Summarise –** describe events  **Instigate –** make relevant contributions | **Challenge** – disagree politely  **Instigate –** make relevant contributions | **Probe –** ask questions  **Summarise –** describe events  **Instigate –** make relevant contributions | **Probe –** ask questions  **Challenge** – disagree politely  **Instigate –** make relevant contributions |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Check that the text makes sense to them as they read and to correct inaccurate reading. | | Drawing on what they already know or on background information and vocabulary provided by the teacher  Check that the text makes sense to them as they read and to correct inaccurate reading. | Check that the text makes sense to them as they read and to correct inaccurate reading. | Drawing on what they already know or on background information and vocabulary provided by the teacher |  |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics.  During this term we continue to develop the children’s knowledge of alternative phonemes ensuring that the spelling rules and patterns are taught explicitly. | Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute.  Read accurately by blending, including alternative sounds for graphemes and read multisyllabic words containing these graphemes  Read words with two or more syllables noting unusual correspondences  Check that the text makes sense as I read and self-correct.  Identify and read words with common suffixes and common exception words.  Children will use phonemes buttons as part of every day practice in Year 1 and children can use this as a strategy in the Phonics Screening check.  ***“Sound buttons***  ***If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes. You must not mark the graphemes for the pupil.” (Phonics Screening Check Guidance March 2022)*** | | | | | |
| **Learn sounds…**  Gde, g, c, kn, gn, wr  Le, el, il al  Homophone  Vowel suffix- drop the e   * drop a letter   **Learn common exception words**  Great break steak find mind kind behind wild child climb old gold hold cold told would should could door floor poor any many pretty move prove improve most both only every everybody even people whole clothes thought | **Learn sounds…**  Y (long I) al (or) o (u) ey (long ee)  w-a w-or w-ar  z ti i  **Learn common exception words**  Busy money hour Christmas grass class pass past fast last bath path father plant half after again sure sugar water parents beautiful eye who Mr Mrs | **Learn sounds…**  Consonant suffixes  Contractions  Possessive apostrophe  Gde, g, c, kn- revisit but with a focus on adding suffixes  **Learn HFW**  May say way away play never ever river under better after grow snow know window car dark park hard garden our found round around mouse shouted good took book looks gone more horse live lived pulled want wanted  **Learn common exception words**  Great break steak find mind kind behind wild child climb old gold hold cold told would should could door floor poor any many pretty move prove improve | **Learn sounds…**  Le, el, il Y (long I) al (or)- revisit but with a focus on adding suffixes  **Learn HFW**  Need feet keep queen tree other mother another coming over most going cold told love something dragon sea tea eat first please bird girl soon food room school air where there right night use new us has head door which friends different would  **Learn common exception words**  most both only every everybody even people whole clothes thought Busy money hour Christmas grass class pass past fast last bath path father plant half after again sure sugar | **Learn sounds…**  o (u) ey (long ee) w-a w-or w-ar z- revisit but with a focus on adding suffixes  **Learn HFW**  Gave take place began before because even he’s we’re can’t didn’t couldn’t jumped stopped  **Learn common exception words**  water parents beautiful eye who Mr Mrs  The Phonics screening check will also take place during term 5 in line with National Assessment for those who did not achieve a pass mark in Year 1. | **Learn sounds…**  ti i- revisit but with a focus on adding suffixes  homophone  Vowel suffix- drop the e   * drop a letter   Consonant suffixes  Contractions  Possessive apostrophe  **Learn common exception words**  Thought laughed magic animals I’ve I’ll who two where once couldn’t only baby floppy every suddenly great any many these small bear boar home clothes because we’re everyone town how through eyes boy again different pulled lived grandad morning rabbit that’s things king across along  The children will revisit all the works from term 1 and 2 alongside the ones identified above. |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | Talk about favourite words and phrases and identify within books, use in oral speech and writing. | | Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text. | | Identify new language and know how to find out what a new word means,  - Word Aware | |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events. | | Asking and answering retrieval questions.  Discuss the sequence of events in books and how items of information are related. | | | Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the  sequence of events. |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** | Discussing the significance of the title and events. | Make predictions based on clues from the text/what they have read so far and justify your answers orally. | Developing inference though use of pictures | Find clues in a text based on what has been said and done. | Making inferences on the basis of what is being said and done | |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Give my opinion about a story, poem or non- fiction text and begin to justify my opinion. | | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | |  |  |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | Discuss and share my opinions about different texts and  listen to other people’s views. | Recognising simple recurring literary language in stories and poetry |  |  |  |
| **Poetry and Performance** | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |  | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |  |  |  |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Identify a sequence of events in a book. | Identify and use the structure of non- fiction books. |  |  |  |  |
| **Non Fiction** |  | Understand what the purpose of a non-  fiction book is. |  | Introduce non-fiction books that are structured in different ways. |  |  |

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| **Reading** |
| **How do we make a difference?** |
| **‘There’s so much more to a book than just reading.’ Maurice Sendak** |

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| **Y3** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Inform | Writing to Entertain |
| **Text choices** | Archaic Language  Stone Age Boy by Satoshi Kitamura | Resistant texts/including poetry  On the Ning Nang Nong by Spike Milligan  [On the Ning Nang Nong - Children's Poetry Archive](https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/)  Figurative/Symbolic text  The Tunnel by Anthony Browne    Narratively Complex  You’re a bad man Mr Gum! By Andy Stanton | Non-linear Time Sequences  The day the crayons quit by Drew Daywalt.  The Day The Crayons Quit : Daywalt, Drew, Jeffers, Oliver: Amazon.co.uk:  Books  The Owl who was afraid of the dark by Jill Tomlinson    Archaic Language  Escape from Pompeii by Christina Balit | Narratively Complex  Charlie Changes into a Chicken by Sam Copeland    Archaic Language  The Secret Seven  The Secret Seven Collection 3: Books 7-9 (Secret Seven Collections and Gift  books) : Blyton, Enid: Amazon.co.uk: Books  Resistant texts/including poetry  Cloud Busting by Malorie Blackman  Figurative/Symbolic text  A River by Marc Martin | Archaic Language  The Wind in the Willows by Kenneth Grahame  The Wind in the Willows Audiobook by Kenneth Grahame - 9780141808819 |  Rakuten Kobo United Kingdom  The Street beneath my feet by Charlotte Guillain  The Street Beneath My Feet (Look Closer): Amazon.co.uk: Guillian,  Charlotte, Zommer, Yuval: 9781784937317: Books | Narratively Complex  The Nothing to see here hotel by Steven Butler  The Nothing to See Here Hotel (Volume 1) : Butler, Steven, Lenton, Steven:  Amazon.co.uk: Books |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | Please complete this section | The children have had experience of simple texts in KS1 and these books build on this.How? what skill do they build on? | These texts enable us to support the children’s learning in English where they are writing persuasive texts. The roman text supports the History curriculum. | The River by Marc Martin supports learning in Geography and will be used as a stimulus for that subject. Charlie Changes into a Chicken supports the children’s knowledge of writing to Entertain by using a comical text which they enjoyed when reading Mr. Gum in Term 2. | The Street Beneath My Feet links to the Rocks and Soils topic in Science and will enable to children to have an illustrated non-fiction text to explore this further.  Wind in the Willows is linked to prior learning on Rivers. | The Nothing to See Here Hotel is a modern text which engages children in the outset with imaginative characters ad vocabulary.  ***Non-fiction text to be added.*** |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can discuss books written by a familiar author.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can discuss books written by a familiar author. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books. | I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.  I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books. |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading.  **Which of these statements will you focus on in Term 1?**  **You won’t necessarily cover every single skill e.g. one term may link more into linguistic and even then it may not use every skill.** | **Physical**  -To deliberately vary tone of voice in order to convey meaning  -To consider position and posture when addressing an audience  **Linguistic**  -To be able to use specialist language to describe their own and other’s talk  -To use specialist vocabulary  -To make precise language choices  **Cognitive**  -To offer opinions that aren’t their own  -To reflect on discussions and identify how to improve  -To be able to summarise a discussion  -To reach a shared agreement in discussions  **Social and emotional**  -To adapt the content of their speech for a specific audience  -To speak with confidence in front of an audience | **Linguistic**  -To be able to use specialist language to describe their own and other’s talk  -To use specialist vocabulary  -To make precise language choices | **Social and emotional**  -To adapt the content of their speech for a specific audience  -To speak with confidence in front of an audience  **Linguistic**  -To be able to use specialist language to describe their own and other’s talk  -To use specialist vocabulary  -To make precise language choices | **Social and emotional**  -To adapt the content of their speech for a specific audience  -To speak with confidence in front of an audience  **Cognitive**  -To offer opinions that aren’t their own  -To reflect on discussions and identify how to improve  -To be able to summarise a discussion  -To reach a shared agreement in discussions | **Linguistic**  -To be able to use specialist language to describe their own and other’s talk  -To use specialist vocabulary  -To make precise language choices  **Cognitive**  -To offer opinions that aren’t their own  -To reflect on discussions and identify how to improve  -To be able to summarise a discussion  -To reach a shared agreement in discussions | **Physical**  -To deliberately vary tone of voice in order to convey meaning  -To consider position and posture when addressing an audience |
| **Talk Tactics**  **Which will you focus on in term 1** | **Instigate –** make relevant contributions  **Challenge** – disagree politely  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask questions  **Summarise –** summarise a discussion about a book | **Instigate –** make relevant contributions  **Build –** Build on other’s ideas that also might not be their own | **Challenge** – disagree politely  **Summarise –** summarise a discussion about a book  **Probe –** ask questions | **Build –** Build on other’s ideas that also might not be their own | **Challenge** – disagree politely  **Instigate –** make relevant contributions | **Summarise –** summarise a discussion about a book |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Please move these statements to where they fit best in your year. Remember you may not have something in every box. Think carefully about the text that you are using to support you. |  |  |  |  |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply their growing knowledge of root words and prefixes including in-,im-,il-,ir-  ,dis-, mis-, un-,re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.    Apply their growing knowledge of root words and suffixes/word endings, including- ation,-ly, -ous, -ture, - sure, -sion,-tion, -ssion and -cian, to begin to read aloud.\*    Read Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.  Read Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.  Read Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.  Read Year 3/4 common exception words.  Apply their growing knowledge of root words and prefixes including in-,im-,il-,ir-  ,dis-, mis-, un-,re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.  ***You have this statement in the first and last column? Which prefixes are you focussing on in each term? Delete the ones you aren’t focussing on.*** | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.  Read Year 3/4 common exception words.  Apply their growing knowledge of root words and suffixes/word endings,including- ation,-ly, -ous, -ture, - sure, -sion,-tion, -ssion and -cian, to begin to read aloud.\* | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.  Read Year 3/4 common exception words.  Apply their growing knowledge of root words and prefixes including in-,im-,il-,ir-  ,dis-, mis-, un-,re-,sub-, inter-,super-, anti-and auto-to begin to read aloud. |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | Use dictionaries to check the meaning of words I have read with support.    Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.    To begin to use the wider text to support understanding of topic specific vocabulary.    Check a text makes sense using an understanding of the words in context. | Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.  Check a text makes sense using an understanding of the words in context. | Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why. | Use dictionaries to check the meaning of words I have read with support.  To begin to use the wider text to support understanding of topic specific vocabulary. | Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.  To begin to use the wider text to support understanding of topic specific vocabulary.  Check a text makes sense using an understanding of the words in context. | Use dictionaries to check the meaning of words I have read with support.  To begin to use the wider text to support understanding of topic specific vocabulary. |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | Understand what the purpose of summarising is.  Identify and summarise main ideas in a text.    Retell a wider range of stories orally. E.g. fairy stories, myths and legends    Retrieve and record information from a fiction text. | Retell a wider range of stories orally. E.g. fairy stories, myths and legends    Retrieve and record information from a fiction text. | Retell a wider range of stories orally. E.g. fairy stories, myths and legends    Retrieve and record information from a fiction text.  Identify and summarise main ideas in a text. | Identify and summarise main ideas in a text.  Understand what the purpose of summarising is.  ***To me this statement needs to come before the one I have highlighted in the previous box? If you don’t understand the purpose of summarising, you can’t identify and summarise the main ideas. Ensure the statements in the row are progressive.*** | Identify and summarise main ideas in a text.  Understand what the purpose of summarising is. | Understand what the purpose of summarising is. |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain**  **Remove the statements that are not needed in the first colulmn- again check that the row is progressive** | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.    Make predictions based on evidence from the text and begin to explain how this supports your prediction. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.  Justify inferences/predictions with evidence.  Make predictions based on evidence from the text and begin to explain how this supports your prediction. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.  To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.  Make predictions based on evidence from the text and begin to explain how this supports your prediction. | Justify inferences/predictions with evidence.  To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Make predictions based on evidence from the text and begin to explain how this supports your prediction. |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Give my opinion on a story, poem or non- fiction text and justify your reasoning using evidence from the text.    Begin to identify how language, structure, and presentation contribute to meaning. | Give my opinion on a story, poem or non- fiction text and justify your reasoning using evidence from the text.    From this I would assume that you are doing poetry every term but I can’t see poetry on your texts at the top. | Give my opinion on a story, poem or non- fiction text and justify your reasoning using evidence from the text. | Give my opinion on a story, poem or non- fiction text and justify your reasoning using evidence from the text. | Give my opinion on a story, poem or non- fiction text and justify your reasoning using evidence from the text.    Begin to identify how language, structure, and presentation contribute to meaning. | Begin to identify how language, structure, and presentation contribute to meaning. |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Compare texts that are structured in different ways.    Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.    Compare books by the same and different authors.    Reading books that are structured in different ways and reading for a range of purposes.    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. | ***Please complete*** |  | Compare texts that are structured in different ways. | Compare texts that are structured in different ways. |  |
| **Poetry and Performance** | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry |  |  | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry |  |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Identify common themes in a wide range of books.    Recognise different forms of poetry.    Use the structure of a non-fiction book to retrieve information. | Recognise different forms of poetry. | ***Please complete*** |  | Recognise different forms of poetry. |  |
| **Non Fiction** | Discuss features and layout of non-fiction text and compare to fiction.    Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. |  | ***Please complete*** |  | Discuss features and layout of non-fiction text and compare to fiction.    Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. | Discuss features and layout of non-fiction text and compare to fiction.  Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. |

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| **Reading** |
| **How do we make a difference?** |
| **‘There’s so much more to a book than just reading.’ Maurice Sendak** |

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| **Y4** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Entertain | Writing to Inform | Writing to Entertain |
| **Text choices** | Resistant Text   * The Red Tree     Archaic Language   * Charlotte’s Web     Narratively Complex   * The Last Bear | Narratively Complex   * Charlie and the Chocolate Factory     Non linear Time Sequences   * The Train to Impossible Places     Resistant Text   * Michael Rosen’s A-Z     Non-Linear time Sequence   * The Wild Robot | Figurative/symbolic text   * The Great Food bank Heist      * The day war came     Archaic Language   * Mary Poppins     Narratively Complex   * The Castle of Inside Out     Non-Linear Time Sequences   * Town is by the Sea | Non-Linear Time Sequences   * The Strangeworlds Travel Agency     Archaic Language   * Alice in Wonderland     Figurative / Symbolic text   * The exploding Life of Scarlett Fife     Narratively Complex   * The Explorer | Narratively complex   * El Deafo      * A Story Like the Wind     Non-Linear Time Sequence   * The Butterfly Lion | Non-Linear Time Sequences   * The Girl who Stole an Elephant.     Archaic Language   * The wonderful wizard of Oz     Narratively Complex   * Varjak Paw     Narratively Complex   * Goblins |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | The Red Tree is ujsed now as it provided an opportunity for the children to discuss their feelings which will help them to settle into a new year group.  Charlotte’s Web and the Last Bear link to our Science/English writing about animals and endangered animals. | These books encourage the children to use their imagination and will provide the children with opportunities to collect and collate language and descriptive features which will support them writing their own stories.  Michael Rosen’s A-Z is used to support the children in their poetry unit. | These books have been chosen now as they all have a storyline which has elements which can be debated. They provide excellent opportunities for writing to persuade.  Town is by the sea is used now as a hook for our art topic on landscapes this term. | These books encourage the children to use their imagination and will provide the children with opportunities to collect and collate language and descriptive features which will support them writing their own stories.  The explorer will be used as a hook during our History topic this term. | These books will be used as stimulus for writing to inform as they all have themes of war, loss and emotional turmoil. The have topics which can be researched and used to create writing. | These books are more narratively complex and will allow the children to continue to develop their language skills and help develop a love of reading  The books also have journeys within them which will support with transition to the next year group. |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. | I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non- fiction and reference books.    I can talk about books by a familiar author and explain why I like or dislike them.    I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity. |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading. | **Linguistic**  **-**To carefully consider the words and phrasing they use to express their ideas and how this supports thepurpose of book talk | **Linguistic**  **-**To carefully consider the words and phrasing they use to express their ideas and how this supports thepurpose of book talk | **Cognitive**  -To be able to give supporting evidence  -To ask probing questions  -To reflect their own oracy skills and identify areas of strength and areas to improve | **Cognitive**  -To be able to give supporting evidence  -To ask probing questions  -To reflect their own oracy skills and identify areas of strength and areas to improve | **Social and Emotional**  -To use more subtle prompts for turn taking  -To be able to emphasise with an audience  -To consider the impact of their words on others when giving feedback | **Physical**  -To consider movement when addressing an audience  -To use pauses for effect in presentational talk |
| **Talk Tactics** | **Instigate –** present an idea  **Build –** Build on other’s ideas  **Summarise –** summarise a discussion about reading | **Instigate –** present an idea  **Build –** Build on other’s ideas  **Summarise –** summarise a discussion about reading | **Instigate –** present an idea  **Build –** Build on other’s ideas  **Summarise –** summarise a discussion about reading | **Instigate –** present an idea  **Build –** Build on other’s ideas  **Summarise –** summarise a discussion about reading | **Instigate –** present an idea  **Challenge** – disagree politely and bring a new idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions  **Summarise –** summarise a discussion about reading | **Instigate –** present an idea  **Challenge** – disagree politely and bring a new idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions  **Summarise –** summarise a discussion about reading |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context    Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these. |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. | Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.    Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.    Read most/all Year 3/4 common exception words. |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.    Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.    Within wider reading, identify topic specific vocabulary and explore  the meaning. | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.  Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.  Within wider reading, identify topic specific vocabulary and explore  the meaning. | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.  Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.  Within wider reading, identify topic specific vocabulary and explore  the meaning. | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.    Check a text makes sense using an understanding of the words in context and explain it.    Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.    Within wider reading, identify topic specific vocabulary and explore  the meaning. | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.    Check a text makes sense using an understanding of the words in context and explain it.    Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.    Within wider reading, identify topic specific vocabulary and explore  the meaning. | Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.    Check a text makes sense using an understanding of the words in context and explain it.    Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.    Within wider reading, identify topic specific vocabulary and explore  the meaning. |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan. | Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan. | Identifying main ideas drawn from more than one paragraph and summarising these. | Identifying main ideas drawn from more than one paragraph and summarising these. | Retell a wide range of stories orally | Retell a wide range of stories orally |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  Make predictions based on evidence from the text and begin to explain how this supports your prediction. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  Make predictions based on evidence from the text and begin to explain how this supports your prediction. | Infer a character's feelings, thoughts and motives through their actions and interactions with others.    Justify inferences/predictions with evidence.    To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  Make predictions based on evidence from the text and begin to explain how this supports your prediction. |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Draw on experiences from texts and begin to compare. | Draw on experiences from texts and begin to compare. | Draw on experiences from texts and begin to compare. | Give my opinion on similar themes and characters across texts. | Give my opinion on similar themes and characters across texts. | Give my opinion on similar themes and characters across texts. |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.    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. | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.    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. | Compare texts that are structured in different ways. | Compare texts that are structured in different ways. | Use evidence to justify my opinions when comparing.    Identify themes and conventions used by different authors. | Use evidence to justify my opinions when comparing.    Identify themes and conventions used by different authors. |
| **Poetry and Performance** |  | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry |  | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry |  | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Recognising some different forms of poetry |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Identify themes and conventions in a wide range of books.    Understand how language, structure and presentation adds meaning to the text.  Use the structure of a non-fiction book to retrieve and record  information. | Identify themes and conventions in a wide range of books.  Recognise different forms of poetry (narrative and free verse).  Understand how language, structure and presentation adds meaning to the text. | Identify themes and conventions in a wide range of books.  Understand how language, structure and presentation adds meaning to the text.  Use the structure of a non-fiction book to retrieve and record  information. | Identify themes and conventions in a wide range of books.  Recognise different forms of poetry (narrative and free verse).  Understand how language, structure and presentation adds meaning to the text. | Identify themes and conventions in a wide range of books.  Understand how language, structure and presentation adds meaning to the text.  Use the structure of a non-fiction book to retrieve and record  information. | Identify themes and conventions in a wide range of books.  Recognise different forms of poetry (narrative and free verse).  Understand how language, structure and presentation adds meaning to the text. |
| **Non Fiction** | Discuss features and layout of non-fiction text and compare to fiction.    Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. |  | Discuss features and layout of non-fiction text and compare to fiction.    Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. |  | Discuss features and layout of non-fiction text and compare to fiction.    Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. |  |

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| **Reading** |
| **How do we make a difference?** |
| **‘There’s so much more to a book than just reading.’ Maurice Sendak** |

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| **Y5** | Term 1 | | | Term 2 | | Term 3 | Term 4 | | | Term 5 | | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Inform | | | Writing to Entertain | | Writing to Persuade | Writing to Discuss | | | Writing to Inform | | Writing to Entertain |
| **Text choices** | THE EYE OF THE NORTH  Non-Linear time sequence | | | THE JUNGLE BOOK – RUDYARD KIPLING  Archaic Language    TIN TIN: The secret of the unicorn.  Archaic Language      THE ANIMALS OF FARTHING WOOD  Archaic Language    TOM’S MIDNIGHT GARDEN  Non-linear time sequence    HARRY POTTER AND THE PHILOSOPHERS STONE  Figurative/symbolic | | THE STRANGEWORLDS TRAVEL AGENCY  The Strangeworlds Travel Agency: The Secrets of the Stormforest: Book 3  WHO LET THE GODS OUT? – MAZ EVANS | The boy at the back of the class – ONJALI Q RAUF  Figurative/Symbolic  The Boy At the Back of the Class  AROUND THE WORLD IN 80 DAYS – JULES VERNE  Archaic Language    BLACK BEAUTY– Archaic Language | | | One giant leap: Historical account of the moon landing.  Neil Armstrong: Life of flight.  Neil Armstrong – Little people big dreams.  FUNKY CHICKENS  Resistant texts | | The Story of Tutankhamun –  Patricia Cleveland-Peck  Inserting image...  I was there – Tutankhamun's tomb – Sue Reid    How to live forever – Colin Thompson  Figurative/symbolic    Philip Pullman  CLOCKWORK ALL WOUND UP  Narratively complex |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | |  | As we move onto writing to entertain, we explore non-linear time sequences. Children can consider how they might structure their writing.  Children explore the concept of introducing suspense, and what techniques they could use in their writing to develop this. | | As we move onto writing to persuade, we can explore how characters are persuaded through story. This can help us develop our own persuasive arguments and techniques. | | | As we move onto writing to discuss children will read about a boy who is a refugee and fled a warzone. They will discuss his past and present and discuss the situations he faced. They will discuss how this compares to current world issues. | Building on our science module from term 4 about space, we are consolidating our understanding and knowledge of space and what it would feel like to be among the first people into space. Pupils will discuss the importance of the event and share facts with each other to build a larger picture. | | Following on from our knowledge and term topic - ancient Egypt, we are going to boost our understanding and importance of ancient Egypt with relation to human civilization through our non-fiction text while keeping the story entertaining by using the non-fiction text for guidance and structure. | |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | | | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes.    I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author.    I can recommend and comment positively on texts that I have read. | |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading. | | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk | | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk. | | | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk. | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk | | **Social and Emotional**  -Listening for extended periods of time  -To speak with flair and passion  **Physical**  -To project their voices to a large audience  - For gestures to become increasingly natural  **Cognitive**  -To be able to draw upon knowledge of the world to support their own view and explore different perspectives  **Linguistic**  To use an increasingly sophisticated range of sentence stems with fluency and accuracy when building book talk | |
| **Talk Tactics** | | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | | | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative idea  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | | | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Asking questions to improve their understanding Provide reasoned justifications for their view. | |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics. | | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | | | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | | Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.    Read all Year 3/4 common exception words.    Read most Year 5/6 common exception words. | |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary** | | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | | | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | | Begin to use evidence to explain how authors’ use of language impacts on the reader.    Evaluate the impact of figurative language on the reader and offer a critique.    Distinguish between statements of fact and opinion with evidence.    Understand, explore and explain the meaning of words in context with growing independence across all texts. | |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | | | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | | Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and  Comprehension.  Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas. | |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** | | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | | | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | | | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | | Discuss and evaluate how authors use language for effect.    Give reasons to justify my views based on evidence from the text.    Begin to evaluate the similarities of text structures across texts. | |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | | | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.    Compare themes and conventions across a wide range of genres and asking comparisons within and across books.    Reading books that are structured in different ways and reading for a range of purposes.    Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers. | |
| **Poetry and Performance** | | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | | **World of Food poetry:**  **Using poems from *‘World of Food*’ to develop vocabulary that ties into persuasive poster to visit the world of food.** | | | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | | Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | | | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | | Understand the features of different texts.    Comment on why texts have been structured in different ways.    Retrieve, record and present information from non-fiction texts. | |
| **Non Fiction** | | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | | | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | |

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| **Reading** |
| **How do we make a difference?** |
| **‘There’s so much more to a book than just reading.’ Maurice Sendak** |

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| **Y6** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Purpose for Reading**  linked to Michael Tidd’s Purpose for Writing. | Writing to Inform | Writing to Entertain | Writing to Persuade | Writing to Discuss | Writing to Inform | Writing to Entertain |
| **Text choices** | Figurative/Symbolic    Narratively Complex    Non-Linear Time Sequence    Resistant  BBC WW1 Non-fiction    Non-fiction | Inserting image...  Narratively Complex    Narratively Complex (and visual).    Figurative/Symbolic | Non-fiction/Narratively complex    Extract/Non-fiction  Guardian Article: I fell through the ice Non-Fiction  DK Arctic and Antarctic  Non-fiction    Non-fiction/Narratively complex    Figurative/Symbolic | Archaic Language    Non-Linear Time Sequences    The Tyger  Resistant  Non-Fiction | Narratively Complex    Narratively Complex    Figurative/Symbolic Text | Non-Linear Time Sequences    Figurative/Symbolic    Non-Linear Time Sequences |
| **Why this? Why now?**  Consider prior learning/ assessment evidence and cross curricular links. | **WW1:** links through History, English and Reading. Reinforcing it through our reading gives us a background knowledge for which to write and develop how Historians would think. All our history has linked to WW1 and the impact on our local community.  **Boy:** As an author study for Roald Day Dahl, we focus on the extract ‘A Great Mouse Plot’. This is a great opportunity to explore vocabulary and author’s style to use in our own stories in the style of Roald Dahl. | **War Game:** Exploring the text and visual film clips we develop an understanding of life in WW1 and in the trenches. This builds on first-hand experiences from our class story by Tom Palmer, Over the Line.  **The Journey and The** **Unforgotten Coat**: Building on life in war torn countries, we focus our reading to more modern events of refugees and immigrants. The Journey is used as a mystery book, with snippets of pictures and text to really dig deep using a picture text with important messages. The Unforgotten Coat links to children in Y6 and their experiences of two boys from Mongolia joining their school. This will then become the class story for Term 3. | **Shackleton’s Journey and Tom Cream:** Using the texts, the children will develop an understanding of the crew and Ernest Shackleton himself. Understanding how life was different and what other events were happening in the world during WW1 – linking from our previous WW1 learning. Using this knowledge, they will write to persuade Ernest Shackleton to let them be a part of his crew and building on letters already written during Term 2.  **The Promise**: Used as a P4C text the children will think about the consequences of our actions. This text also links to Art and landscapes that have changed over time. | **The Executioner’s Daughter:** This text is a great opportunity to explore archaic language and explore a different period in history.  **Holes**: The children will be using this text to explore a different story structure.  Both books will be used to produce opportunities for discussion writing based on children at different times in history.  **The Tyger:** The children will explore the poem by William Blake of the English Romantic movement. Linking to our RE, the poet wonders who could have made a creature so powerful and mighty as the tiger. Building on our workshop in RE ‘God and the Big Bang’ and ready for our RE unit in the summer term.  **Can we save the Tiger?**: Using this text, the children will debate the farmers and their methods used with endangered species. This will then be our stimulus for writing. | **Windrush Child:** This text is a great opportunity to build on our learning from WW1 and think about the after effects from WW2. We think about the impact of people and communities and how societies have changed. Together we will look at Poems written also by the author and delve into his life and experiences in a new country.  **My Name is Keko**: Thinking again about WW2 and experiences of other cultures the children will find out about a close-knit family who live in Korea under Japanese occupation. Using questioning and inference to relate to very different life experiences.  **The Lion above the door:** A heart-warming tale of finding a place to belong. Why are their histories missing? How will they make their mark in bringing universal families to the front? | **The Nowhere Emporium:**  A great text with twist and turns in its plots to show examples of writing in a non-linear time sequence. This text will support our writing to entertain unit and will be a great vehicle to develop and expand our writing. We will also use it in reading to develop our inference skills.  **A Boy Called Hope**: A story to support our PSHE learning, family relationships and development ready for Secondary School.  **Skellig:** A text picked ready to bridge the journey to Secondary School. A tale of hope, friendship and problem solving. The children will have the opportunity to write to their chosen authors and talk about their style, like and hopes for the future. |
| **Reading for Pleasure**  We use a range of approaches to develop an enjoyment of reading in our children. | I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non- fiction books) to read for a range of purposes. | | I can read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.    I can select and read books written by a favourite author. | | I can recommend authors and texts to others and give reasons  for my choices.  I know that you will touch on all these elements each term but I have tried to make this row a little more focussed. The skills progress and build on each other until the final term where they are really recommending the authors based on the wide range fo books that they have read. Does that make sense? | |
| **Oracy**  Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use ‘Talk Tactics’ to develop talk about reading.  Although I know that you will touch on all of these elements all of the time- which skills are going to be your focus each term? | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly | **Physical**  -To speak fluently in front of an audience  -To have a stage presence  -Consciously adapt tone, pace and volume within a single situation  **Linguistic**  -To vary sentence structure and length for effect when speaking -To be comfortable using idiom and expressions  **Cognitive**  -To construct a detailed argument or complex narrative  -To spontaneously respond to increasingly complex questions, citing evidence where appropriate  **Social and Emotional**  -To use humour effectively  -To be able to read a room or a group and take action accordingly |
| **Talk Tactics**  **Again, I know that you will touch on all of these but are there specific ones that you think you would focus on more each term depending on the text?** | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding | **Instigate –** present an idea or open a new line of enquiry  **Challenge** – disagree politely and present an alternative argument  **Build –** Build on other’s ideas that also might not be their own  **Probe –** ask probing questions, ask for evidence  **Summarise –** summarise a discussion about reading and recap  **Clarify –** Ask questions to make discussions clearer and check your understanding |
| **Developing ‘reading sense’**  **Link to VIPERS**  This is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to check that they understand what they have read. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding  Provide reasoned justifications for their view.  Could these statements be linked into the Oracy e.g. could the first statement cover the first 2 terms/ statement 2 the second two terms and then really focus on that justification side at the end to tie it all together? | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding Provide reasoned justifications for their view. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Asking questions to improve their understanding Provide reasoned justifications for their view. |
| **Reading words – decoding**  In our school we teach phonics using a systematic approach. The scheme we use is called Monster Phonics.  **This section may actually work well with the one above- could you tie these in together somehow? If you genuinely feel that you will teach these aspects with every text then just merge all the columns together as it will reduce the document size for you 😊** | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. | Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.    Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.    Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word,    Read most/all Year 5/6 common exception words. |
| **Exploring Language/ Vocabulary**  **VIPERS LINK:**  **V = Vocabulary**  **See above** | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. | Understand, explore and explain the meaning of words in context.    Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.    Use evidence to explain how authors’ use of language impacts on the reader. |
| **Retrieving, Recounting and Summarising/ Sequencing**  **VIPERS LINK:**  **R = retrieval S= sequencing (KS1)**  **S = summarising (KS2)** | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. | Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.    Summarise main ideas from more than one paragraph by identifying key details to support the main ideas. |
| **Making Inferences/ Predicting**  **VIPERS LINK:**  **I = inference**  **P = predictions**  **E = explain** | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. | Draw inferences from the text about characters’ feelings, thoughts and motives through their actions and interactions between other characters and the environment.    Use evidence from the text to support my decisions and explain how this evidence supports my point of view.    Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.    **Year 6:**  Discuss how characters change and develop  through texts by drawing inferences based on indirect clues. |
| **Personal reflection on reading**  **VIPERS LINK:**  **E = explain**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages children to refer to their feelings. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. | Discuss and evaluate how authors use language for effect including figurative language.    Participate in discussions about books and build on my own and others’ ideas and challenge views respectfully including evidence from the text. |
| **Comparing/ connecting texts**  **VIPERS Link:**  Personal reflection is the section of the VIPERS lesson that is underpinned by Voice21 Oracy and encourages/ supports children to compare texts. | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Compare themes and conventions across a breadth of texts.  Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.    Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
| **Poetry and Performance** | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. | Use conventions to learn poems and plays off by heart.    Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.    Select appropriate intonation, tone and volume so that the  meaning is clear to an audience. |
| **Identifying features and conventions in texts**  **VIPERS LINK:**  **R = retrieval** | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. | Confidently comment on the structure and layout of a text.    Compare structures of different texts and comment on their effectiveness.    Identify how the structure of texts supports and guides the reader. |
| **Non Fiction** | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non- fiction.    Apply knowledge from non-fiction texts to writing across a range of genres. |