

Curriculum Map

English: Reading

Note that there are some changes to the layout of the English maps, with Autumn, Spring and Summer Term information displayed horizontally after the year's knowledge, skills and vocabulary. Teachers will upload resources on a termly basis to build up a comprehensive Curriculum Map.

Year	Year B	
EYFS	Fluency	Comprehension
	Links to previous learning	Links to previous learning
	Listening to rhymes and singing songs Conversations in homes	Understanding people's conversations at home Noticing print around them in the home
	Knowledge	Knowledge
I know that words are made of letters (graphemes) which make sounds (phonemes) I know that words can rhyme I know that pictures in stories are called illustrations I know that authors write stories I know that writing is all around me. I know that sounds can be blended.	I know the way stories are structured. I know that the words I know make up my vocabulary, which I can use to communicate. I know that it is fun to join in with stories and poems. I know that information can be relayed in the form of print. I know that information can be retrieved from books and computers.	
Key Skills	Key Skills	
<p>Autumn – Phase 2 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss CEW; the, to, I no, go Book Band; Pink (1-5)</p> <p>Spring – Phase 3 j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er CEW; no, go, I, the, to, he, she, my, was, we, me, be, too, they, all Book Band; Red (1-3)</p> <p>Summer - Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words. CEW; said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her Book Band; Yellow (1-3)</p>	<p>I can listen to stories with increasing attention and recall. I can anticipate key events and phrases in rhymes and stories. I can begin to be aware of the way stories are structured. I can describe main story settings, events and principal characters. I can enjoy an increasing range of books. I can follow a story without pictures or props. I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. I can demonstrate understanding when talking with others about what they have read. I can build up vocabulary that reflects the breadth of my experiences. I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books. I can suggest how a story might end. I can begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about their experiences and in response to stories or events. I can listen to and join in with stories and poems, one-to-one and also in small groups. I can join in with repeated refrains in rhymes and stories. I can use intonation, rhythm and phrasing to make the meaning clear to others. I can develop preference for forms of expression. I can play cooperatively as part of a group to develop and act out a narrative. I can express myself effectively, showing awareness of listeners' needs.</p>	
<p>I can enjoy rhyming and rhythmic activities. I can show an awareness of rhyme and alliteration. I can recognise rhythm in spoken words. I can continue a rhyming string. I can hear and say the initial sound in words. I can segment the sounds in simple words and blend them together and know which letter represents some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can use phonic knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can show interest in illustrations and print in books and print in the environment. I can recognise familiar words and signs such as own name and advertising logos. I can look and handle books independently (holds books the correct way up and turns pages). I can ascribe meanings to marks that they see in different places. I can begin to break the flow of speech into words.</p>		

1	I can begin to read words and simple sentences. I can read and understand simple sentences.			
	Vocabulary		Vocabulary	
	Rhyme Alliteration Alphabet Decode Irregular Illustrations Books: pages, words, sentences, letters Segment Initial		Recall Vocabulary Meaning Stories, rhymes, poems Phrasing Preference Listeners Refrains Repeated Characters & settings information	
	Autumn Term Cultural opportunities	Key values	Book List and Resources	Genre
	Recognising diversity of families Discussing favourite soup flavours Using diaries as a way of expressing emotion and simple recounts Build vocabulary Celebrating culture through storytelling	Independence and confidence Celebrating diversity	The Snail and the Whale New Small Person Superworm The Tiger who came to tea The Everywhere Bear Supertato The Elves and the Shoemaker Grandad's Island Bear's Winter House All about animals in winter It was a cold dark night Winnie and Wilbur in winter Winter Song Stanley's stick, Not a stick. Stickman	Rhyming Stories Family stories (real life) Diaries D&T Making soup Traditional tales
	Spring Term Cultural opportunities	Key values	Book list & Resources	Genre
	Celebrating culture through storytelling Build vocabulary Communication through letters Celebrating positive relationships Link to Twin school in Senegal Claire Griffell- artist, author and illustrator	Independence and confidence Celebrating diversity Love, joy, patience	Meerkat Mail Non-fiction African Animals My Mum (poetry) Fairtrade story - Samuel and his coffee farm	Letters Non-fiction Poetry
	Summer Term Cultural opportunities	Key Values	Book list & Resources	Genre
	Celebrating local culture through storytelling Developing an understanding of our local history	Part of a community Inspired and excited to learn	Beatrix Potter stories Sam's sandwich, Poetry - Lunchtime, I am Hungry You can't take an elephant on the bus, An Alphabet by Edward Lear	Local fiction
	Fluency		Comprehension	

<p>Links to previous Learning</p> <p>Recognition of letters and words Simple phonics Recognition of rhyme and rhythm in song and verse</p>	<p>Links to previous Learning</p> <p>Listening and understanding stories and rhymes Understanding conversations Making simple predictions Joining in with simple rhymes</p>
<p>Knowledge</p> <p>I know that words can be built using GPCs. I know that you can add sounds to the end of words I know that sometimes, the rules of phonics do not apply</p>	<p>Knowledge</p> <p>I know that a text needs to make sense. I know the difference between fiction, non-fiction and poetry. I know that stories follow patterns, which helps with inference and predictions.</p>
<p>Key Skills</p> <p>Autumn – Recap Phase 3 j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er CEW; no, go, I, the, to, he, she, my, was, we, me, be, too, they, all Book Band; Yellow (1-3) Recap recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words. CEW; said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her Book Band; Blue/Green</p> <p>Spring/Summer Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a -e (make), e -e (these), i-e (like), o-e (home), u -e (rule). Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. CEW; 100 HFW Book Band; Orange/Turquoise</p> <p>I can apply phonic knowledge and skills as the route decode words. I can blend sounds in unfamiliar words using the GPCs that I have been taught. I can respond speedily, giving the correct sound graphemes for all of the 40+ phonemes. I can read words containing taught GPCs. I can read words containing -s, -es, -ing, -ed and -est endings. I can read words with contractions, e.g. I'm, I'll and we'll. I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. I can accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. I can reread texts to build up fluency and confidence in word reading.</p>	<p>Key Skills</p> <p>I can check that a text makes sense as I read and I can self-correct. I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently. I can link what I have read or have read me to my own experiences. I can retell familiar stories in increasing detail. I can join in with discussions about a text, taking turns and listening to what others say. I can discuss the significance of titles and events. I can discuss word meaning and link new meanings to those already known. I can begin to make simple inferences. I can predict what might happen on the basis of what has been read so far. I can recite simple poems by heart.</p>
<p>Vocabulary</p> <p>Graphemes Phonics Contractions Decode Route Blend Phonemes</p>	<p>Vocabulary</p> <p>Decoding Retrieval Prediction Comprehension Inference Deduction</p>

	Exception texts			
	Autumn Term Cultural Opportunities	Key values	Book List & Resources	
	Recognising diversity of families Discussing favourite soup flavours Using diaries as a way of expressing emotion and simple recounts Build vocabulary Celebrating culture through storytelling	Independence and confidence Celebrating diversity	The New Small Person by Lauren Child A Trail in the Woods Mad about Mini Beasts Under and Over the Snow Peace at Last The Bee who Spoke The Tiger Who Came to Tea Little Red Riding Hood by Lari Don Jack and the Beanstalk The Ugly Duckling	Genre Family Stories (real life) Recounts Traditional Tales
	Spring Term Cultural Opportunities	Key values	Book List & Resources	
	Celebrating culture through storytelling Build vocabulary Communication through letters Celebrating positive relationships Hearing and using rhyme and rhythm Link to Twin school in Senegal Claire Griffell- artist, author and illustrator	Independence and confidence Celebrating diversity Love, joy, patience	Meerkat Mail African Animals Animal Poetry	Genre Letters Non-Fiction Poetry
	Summer Term Cultural Opportunities	Key Values	Book List and Resources	Genre
	Celebrating local culture through storytelling Developing an understanding of our local history	Part of a community Inspired and excited to learn	Beatrix Potter Stories Biography of Beatrix Potter	Local stories Biographies

2	Fluency	Comprehension
	Links to previous Learning	Links to previous Learning
	Read GPC words Read words with common suffixes Recognise contractions in reading	Make simple inferences Recognise different genres of stories, poems and non-fiction texts Retell familiar stories Discuss the meaning and express opinions about stories
	Knowledge	Knowledge
	I know that I need to practise reading aloud to become fluent. I know that a prefix is added to the beginning of a word and a suffix is added to the end. I know that words are made up of syllables.	I know that fairy stories and traditional tales have some common features. I know some poems off by heart. I know that a knowledge of vocabulary and background information is necessary to understand a text.
	Key Skills	Key Skills
Autumn/Spring – Recap Phase 5 & begin Phase 6 Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics. The next 200 HFW Book Band Purple/Gold/White I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher. I can check that the text makes sense to me as I read and I can correct inaccurate reading. I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently) and those that I can read for myself, explaining my understanding and expressing my views. I can become increasingly familiar with and I can retell a wide range of stories, fairy stories and traditional tales. I can discuss the sequence of events in books and how items of information are related I can recognise simple recurring literary language in stories and poetry.	

<p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. I can accurately read most words of two or more syllables. I can read most words containing common suffixes. I can read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. I can read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. I can reread these books to build up fluency and confidence in word reading. I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-app</p>		<p>I can ask and answer questions about a text. I can make links between the text they are reading and other texts I have read (in texts that they can read independent I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can discuss their favourite words and phrases. I can make inferences on the basis of what is being said and done. I can predict what might happen on the basis of what has been read so far in a text. I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	
Vocabulary		Vocabulary	
Phoneme Digraph Consonants Vowels Grapheme Segment Blend Compound word Key word/common exception word Prefix Suffix Fake words CVC Homophone		Decoding Retrieval Prediction Comprehension Inference Deduction	
Autumn Term	Key values	Book List & Resources	Genre
Cultural Opportunities			
Starting back at school - recognition of diverse experiences	Independence and confidence Celebrating diversity	The New Small Person by Lauren Child A Trail in the Woods Mad about Mini Beasts Under and Over the Snow Peace at Last The Bee who Spoke The Tiger Who Came to Tea Little Red Riding Hood by Lari Don Jack and the Beanstalk The Ugly Duckling	Recounts Fairy Tales
Recounting in conversation			
Retelling traditional tales - an appreciation of culture through storytelling			
Spring Term	Key values	Book List & Resources	Genre
Cultural Opportunities			
Link to Twin school in Senegal	Independence and confidence Celebrating diversity	The Lion Inside The Quetzal's Tale Bringing the rain to Kapiti plain African Animals – Cheetahs The Boy Who Grew Dragons The Giraffe the Pelly and Me The Magic Finger	African stories Non-fiction
Claire Griffell- artist, author and illustrator	Love, joy, patience		
Summer Term	Key Values	Book List & Resources	Genre
Celebrating local culture through storytelling	Part of a community	Beatrix Potter – The Tale of Peter Rabbit and The Tale of Squirrel Nutkin	Local stories Biographies
Developing an understanding of our local history	Inspired and excited to learn		

				<p>The Street beneath my feet The Selfish Giant The bad-tempered ladybird What the ladybird heard</p>	
		Fluency		Comprehension	
		Links to previous Learning		Links to previous Learning	
		<p>Phonics (Phase 6) Reading with a degree of fluency, building unfamiliar words and blending sounds Read aloud and reread to self-correct and develop fluency</p>		<p>Recognise features of different genres of text Retell a variety of stories and poems Make predictions and inferences from a text Sequence events in a story and discuss</p>	
		Knowledge		Knowledge	
		<p>I know that prefixes and suffixes are added to root words. I know that if I know the root of a word, it can help me to understand its meaning.</p>		<p>I know and can recognise fiction, non-fiction, poetry, plays, reference books and text books. I know that non-fiction books are factual and fiction is made-up. I know that some poetry is made to be read aloud. I know that I have to justify by predictions, inferences and deductions with evidence from the text. I know that authors choose words and phrases carefully to have an effect. I know that sometimes we need to read between the lines to work out characters' feelings, thoughts and motives – the information is not all in written form. I know that non-fiction texts are organised with contents pages, indexes and glossaries. I know that the spine of the book states the title and author. I know that the cover of a book contains information to persuade people to read it.</p>	
		Key Skills		Key Skills	
		<p>I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). I can apply my 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. I can apply my 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.* I can begin to read Y3/Y4 exception words.*</p>		<p>I can recognise, listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can use appropriate terminology when discussing texts (plot, character, setting) to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. I can discuss authors' choice of words and phrases for effect. I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. I can justify predictions using evidence from the text. I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. I can begin to use appropriate intonation and volume when reading aloud. I can retrieve and record information from non-fiction texts.</p>	
		Vocabulary		Vocabulary	
		<p>Decode Root words Suffixes Prefixes</p>		<p>Fiction & non-fiction Poetry Reference Terminology Character, plot, setting Author Phrases Inference Justify Motives Predictions Prepare and perform Audience Retrieve, evidence</p>	
3					

			Intonation
Autumn Term Cultural Opportunities	Key values		Book List and Resources
Time travel as a concept Developing an understanding of history through fiction	Part of a global community Inspired and excited to learn		Leila and the city of the cat goddess- Twinkl Original The Egyptian Cinderella- By Shirly Climo Marcy and riddle of the sphinx- By Joe Stanton
Spring Term Cultural Opportunities	Key values		Book List & Resources
Learning from history Developing empathy Twin school Senegal – developing an understanding of a different culture	Part of a global community Inspired and excited to learn Caring and respectful Love Tolerance and diversity		The Butterfly Lion – Micheal Morpurgo Senegal – African Tales A Barefoot collection
Summer Term Cultural Opportunities	Key Values		Book List & Resources
Residential trip to Lake District Developing awe for the natural world Developing a knowledge of local and regional culture	Joy Self- control Faithfulness and an appreciation of nature Part of local community		The Wind in the Willows – Kenneth Graeme Poetry – Rivers
			Genre
			Diaries Egyptian Myths Time travel
			Historical fiction African stories
			Classic fiction

	Fluency	Comprehension
4	Links to previous Learning	Links to previous Learning
	Children should have completed the phonics programme but may need interventions to revisit areas in which they struggle. Know and recognise root words Recognise and understand the use of prefixes and suffixes	Discuss texts, asking questions to develop clarity, using the correct terminology Retrieve information from a text to justify predictions or deductions Make inferences Recognise and be able to describe features of non-fiction texts Discuss the authors' choice of words
	Knowledge	Knowledge
		I know and can describe a variety of different genres and their features. I know that writing has a purpose and an audience (the reader) and that this influences the choice of language. I know there are common themes and conventions in books of a similar genre. I know the author makes choices as to how to communicate most effectively. I know that non-fiction books are organised in a way that assists with the retrieval of information as they are not always designed to be read cover to cover. I know that the blurb on the back of a book gives a summary of the story and can be used to select books. I know that in a library or bookshop, fiction is organised by the last name of the author and non-fiction is organised by subject.
Key Skills	Key Skills	Key Skills
I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. I can apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. I can read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	I can discuss and compare texts from a wide variety of genres and writers. I can read for a range of purposes. I can identify themes and conventions in a wide range of books. I can refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). I can identify how language, structure and presentation contribute to meaning. I can identify main ideas drawn from more than one paragraph and summarise these.	

			<p>I can discuss vocabulary used to capture readers' interest and imagination.</p> <p>I can draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>I can justify predictions from details stated and implied.</p> <p>I can recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>I can prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action)</p> <p>I can show awareness of the audience when reading aloud.</p> <p>I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words that they have read.</p>			
		Vocabulary	Vocabulary			
		Fluency Root words Prefixes and suffixes Correspondence	Dictionary Themes and conventions Authorial style Presentational and organisational devices: numbering and headings Structure Inference Justification Implied and stated Intonation, tone, volume and action Awareness of audience			
		Autumn term Cultural Opportunities	Key values		Book List & Resources	Genre
		Love of reading and appreciation of literature Learning empathy for others through poetry	Inspired and excited to learn Joy Love Gentleness		Stormbreaker – Anthony Horowitz Pigeon Impossible/Spy Fox (EdShed film units) Tales from a Small Island – Bill Bryson Deadly 60- Steve Backshall The Roman Wall Blues – WHAuden	Action/Adventure fiction Spy thrillers Non-fiction travel writing Poetry with a historical theme
		Spring Term Cultural Opportunities	Key values		Book List and Resources	
		Learning empathy for others through history Appreciation of literature	Inspired and excited to learn		Street Child – Berlie Doherty (EdShed) History books – The Victorians Varjak Paw Old Possum's Book of Practical Cats – TSElliot	Victorians (Historical fiction) Non-fiction reference books Poems on a theme
		Summer Term Cultural Opportunities	Key Values		Book List & Resources	
		Learning about the Windrush Generation (Black History) Learning and expressing acceptance, tolerance and empathy for others Local Swift Project with RSPB and the local Swift Group – learning from people in the community Senegal link to twinning school	Tolerance and diversity (British Culture) Love, kindness An appreciation of God's creation - faithfulness		Journey to the River Sea – Eva Ibbotson The Midnight Fox Migration by Mike Unwin and Jenni Desmond Migrations – Open Hearts, Open Borders Coming to England by Floella Benjamin, Macmillan Children's Books (2017) The Arrival by Shaun Tan	Link to Geography (Rivers) Link to Senegal Project and Swift Project
		Fluency	Comprehension			
5	Links to previous Learning	Links to previous Learning				
	Read and decode effectively Knowledge of root words	Refer to authorial style Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text				

		Discuss and compare texts from a wide variety of genres and writers. The blurb on the back of a book gives a summary of the story and can be used to select books. How books are organised in libraries	
	Knowledge	Knowledge	
		I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively. I know the features of diaries, biographies and autobiographies. I know that figurative language is used to create effects. I know that the author makes choices as to how to structure language to appeal to different audiences. I know that authors 'drip-feed' information to build tension.	
	Key Skills	Key Skills	
	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. I can apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, I can read aloud fluently.* I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can identify main ideas drawn from more than one paragraph and I can summarise these. I can recommend texts to peers based on personal choice. I can discuss vocabulary used by the author to create effect including figurative language. I can evaluate the use of authors' language and explain how it has created an impact on the reader. I can draw inferences from characters' feelings, thoughts and motives. I can make predictions based on details stated and implied, justifying them in detail with evidence from the text. I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action. I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	
	Vocabulary	Vocabulary	
	Contextual clues Unusual Correspondence	Genre Characteristics Participate Figurative language Inference Motives Intonation Predictions and justification	
	Autumn Term Cultural Opportunities	Book List and Resources	Genre
	Love of reading and appreciation of literature Learning empathy for others through poetry	Stormbreaker – Anthony Horowitz Pigeon Impossible/Spy Fox (EdShed film units) Tales from a Small Island – Bill Bryson Deadly 60- Steve Backshall The Roman Wall Blues – WHAuden	Action/Adventure fiction Spy thrillers Non-fiction travel writing Poetry with a historical theme
	Spring Term Cultural Opportunities	Book List & Resources	Genre
	Learning empathy for others through history Appreciation of literature	Street Child – Berlie Doherty (EdShed) History books – The Victorians Varjak Paw Old Possum's Book of Practical Cats – TSElliot	Victorians (Historical fiction) Non-fiction reference books Poems on a theme
	Summer Term	Book List & Resources	Genre
	Key Values		

	<p>Cultural Opportunities</p> <p>Learning about the Windrush Generation (Black History) Learning and expressing acceptance, tolerance and empathy for others Local Swift Project with RSPB and the local Swift Group – learning from people in the community Senegal link to twinning school</p>	<p>Tolerance and diversity (British Culture) Love, kindness</p> <p>An appreciation of God’s creation - faithfulness</p>	<p>Journey to the River Sea – Eva Ibbotson The Midnight Fox Migration by Mike Unwin and Jenni Desmond Migrations – Open Hearts, Open Borders Coming to England by Floella Benjamin, Macmillan Children’s Books (2017) The Arrival by Shaun Tan</p>	<p>Link to Geography (Rivers)</p> <p>Link to Senegal Project and Swift Project</p>	
6	Fluency		Comprehension		
	Links to previous Learning		Links to previous Learning		
	<p>Fluent reading with an awareness of the audience</p>		<p>Read a wide range of genres Participate in discussions about books Summarise texts effectively Recommend texts to peers Discuss vocabulary used by the author to create effect including figurative language Make predictions based on details stated and implied Retrieve, record and discuss information</p>		
	Knowledge		Knowledge		
<p>I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively. I know different genres of writing and describe their features, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. I know that authors have different opinions or viewpoints and may use facts in different ways to justify their beliefs. I know that not all the information we need to understand a story is written in the text – sometimes we need to use inference and deduction to understand motives, feelings and thoughts.</p>					
Key Skills		Key Skills			
<p>I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings*</p> <p>I can decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>		<p>I can read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can recognise more complex themes in what they read (such as loss or heroism).</p> <p>I can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>I can draw out key information and I can summarise the main ideas in a text.</p> <p>I can distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>I can compare characters, settings and themes within a text and across more than one text.</p> <p>I can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>I can consider different accounts of the same event and I can discuss viewpoints (both of authors and of fictional characters).</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>			

Vocabulary		Vocabulary	
		Genres Heroism Debates Summarise Fact/opinion figurative language: metaphor, simile, analogy, imagery, style and effect. technical terminology viewpoints	
Autumn Term Cultural Opportunities	Key values	Book List and Resources	Genre
Refugees – being accepted as an outsider Anti Racist literature Justice (link to RE) Setting up, using and running a library Creating an inviting book-corner and display	Tolerance and respect for difference Kindness, Goodness, Love, Peace Justice (link to RE)	Class Novels (Guided Reading): <ul style="list-style-type: none"> Holes – Louis Sachar (being an outsider, justice) Clockwork – Philip Pullman (Playing around with genre) English Based Projects <u>Outsiders:</u> The Island by Armin Greder Eric by Shaun Tan <u>Anti-Racist Poetry:</u> Benjamin Zephaniah Lemn Sissay - Let there be Peace <u>Shakespeare's Stories</u> Romeo and Juliet Macbeth The Tempest	Picture Books with different viewpoints Stories and Poems with a theme Play-scripts – love, fantasy, revenge
Spring Term Cultural Opportunities	Key values	Book List & Resources	Genre
The impact of Ancient Greek culture on our lives today Discussion and debate, listening to one another	Tolerance and acceptance of difference Kindness, Peace, Love, Patience, Gentleness, Self-control, Faithfulness	Percy Jackson and the Lightning Thief – Rick Riordan – Link to Ancient Greece Greek Myths – Ann Turnbull Alexander the Great, The boy who conquered the world – Simon Adams	Fiction (narrative) Myths and Legends Biographies
Summer Term Cultural Opportunities	Key Values	Book List & Resources	Genre
Residential – London: Learn about British culture and diversity Reflection on transition to secondary school Trying to be the best version of yourself	Self-confidence and independence Gentleness, Kindness Self-control	The London Eye Mystery – Siobhan Dowd The Highwayman – Alfred Noyes Titanium (EdShed video) You are Awesome by Matthew Syed Playscript (various)	Mystery Fiction Narrative Poems Building tension in narrative Self Reflection Playscripts