	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Range of texts and book appreciation: **T1 and T2** 'The Explorer' by Katherine Rundell Atlases and reference books to support topic-based learning **T2** 'What Mr Darwin saw' my Mick Mannering and Brita Brandstrom and wide range of information texts on Charles Darwin **T3** 'Floodland' by Marcus Sedgwick (including references to William Blake's poetry- 'Little Girl Lost' and' Little Girl Found') **T4** ''The Rain player' by David Wisnewski (Maya legend) Various information texts about the ancient Maya civilisation **T5** Inspire curriculum texts, myths and legends, graphic novel 'The Hero Twins Against the Lords of Death' by Dan Jolley and David Witt **T6** Shakespeare 'Macbeth' and abridged Shakespearean excerpts from a range of plays and sonnets. **(Range of short texts used throughout the year as reading starters, to reinforce all 6 VIPERS skills)**	Continuing to read and discuss an increasingly wide range of **fiction,** poetry, plays, non-fiction and **reference books** or textbooks Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Making comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices.	Continuing to read and discuss an increasingly wide range of **fiction,** poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Making comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary **(conscience ally- 'The Explorer')**	Continuing to read and discuss an increasingly wide range of **fiction,** poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Making comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary **(conscience ally- 'Floodland')**	Continuing to read and discuss an increasingly wide range of **fiction, poetry,** plays, **non-fiction and reference books** or **textbooks** Increasing their familiarity with a wide range of books, including **myths, legends and traditional stories,** modern fiction, fiction from our literary heritage, and books from **other cultures and traditions** Making comparisons within and across books Recommend books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, including through formal **presentation** and debates, maintaining a focus on the topic and using notes where necessary **(Persuasive speech- introducing the wheel)**	Continuing to read and discuss an increasingly wide range of **fiction, poetry,** plays, **non-fiction and reference books** or **textbooks** Increasing their familiarity with a wide range of books, including **myths, legends and traditional stories,** modern fiction, fiction from our literary heritage, and books from **other cultures and traditions** Making comparisons **within and across** books Recommend books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, including through formal presentation and **debates,** maintaining a focus on the topic and using notes where necessary **(Is it right to sacrifice humans?)**	Continuing to read and discuss an increasingly wide range of **fiction, poetry, plays, non-fiction and reference books** or **textbooks** Increasing their familiarity with a wide range of books, including **myths, legends and traditional stories,** modern fiction, **fiction from our literary heritage,** and books from **other cultures and traditions** Making comparisons **within and across** books Recommend books that they have read to their peers, giving reasons for their choices. Explain and discuss their understanding of what they have read, including through formal presentation and **debates,** maintaining a focus on the topic and using notes where necessary **(Who is most to blame- Macbeth or Lady Macbeth?)**

Vocabulary	I check the text makes sense to me and find out what new vocabulary means *eg 'Find and copy a word that means loud' (cacophony)* I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum- meaning around / locating the root word). eg *'What key word tells you how Fred was feeling after meeting the explorer?'*		I can read almost all age-related words accurately, using my understanding of root words, prefixes and suffixes. I use my knowledge of word history and the link between words to suggest meaning *'What do words that begin with 'sub' have in common? Can you give examples?'*	I am familiar with ways to define and explore new vocabulary, so that I can understand the text eg *'What information are you given in the sentence that helps you understand what a <u>beverage</u> is?*	I can self-monitor for sense as I read, and work out the meaning of words from their context.	I am able to read accurately all words (including those containing suffixes and prefixes) I can predict the meaning, using my knowledge of the structure and history of words and the relationship between them.
Inference	I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify my view. eg *'How can you tell that Con is secretly pleased about Fred's offer to her?'*		I understand the motives and behaviours of characters, using clues in both narrative and dialogue; I can justify my ideas using accurate evidence from the text. *'Why does Zoe choose not to reveal information about herself to Dooby?'* I understand how the author uses hidden messages to imply what might happen, or what might have happened. I refer to the text to explain my thoughts. *'Why does William keep referring to 'the west'?*		I can use hidden messages and information from details stated and implied, to make a sound prediction.	I routinely use accurate evidence from the text to support this.

Prediction	I can refer to the text to support my predictions and provide examples. I am learning to explain my viewpoint and to back it up with evidence. *'Do you think Fred will change his mind about revealing the secret? How do you know? Use evidence from the text to support your answer.*		I can refer to the text to support my predictions **'From the cover, what do you think this text is going to be about? What might have happened before this?'**	I can refer to the text to support my predictions **'What does this paragraph suggest will happen next to Pik?'**	I can use hidden messages and information from details stated and implied, to make a sound prediction. **'Why do you think the hero twins will be victorious against the gods?'** I routinely use accurate evidence from the text to support this. **'Record 3 reasons from the text that support your argument.'**	I can predict how a character will react to situations, based on my understanding of their personality and previous actions. **'Do you think Macbeth will actually kill the king? Explain why you think that, using evidence from the text.'**
Explain	I can compare and contrast the styles of a few different writers and provide examples. I am able to link them with my own ideas to support what I say. I can explain what I have read to someone else. **'What type of story is 'The Explorer'? Why would it appeal to children of your age?'** I understand the difference between literal and figurative language, and can find examples of each in the text, including poetry. **'How has KR used personification in this chapter?'**	I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. **'How do KR's descriptions of the children help you learn more about them? Do you learn more from KR or from the children's speech?'** I can compare and contrast the styles of a few different writers and provide examples. I am able to link them with my own ideas to support what I say eg **'How does Darwin's writing style differ from Roald Dahl's?**	I can compare, contrast and explore the styles of a range of writers and poets, finding examples in the text. I can comment on and compare the themes and conventions the author has used over a range of fiction and non-fiction texts. **Why do you think MS structured the story into before, then and now?** I can comment on and compare the language choices the author has used **'How is the Eels' style of talking**	I can use the way text types are organised and presented to help me sustain understanding over longer texts **'What are the key organisational features of this information text?' How can you easily retrieve the relevant information?'** In a group or whole class, I can discuss and explain what I have read; sometimes we present our ideas together.	I can explain and discuss what I have read, including through formal presentations and debates. **'How could you convince the king that the wheel would be a necessity for his kingdom?'** I can independently identify and discuss main themes and conventions in a wide range of fiction and non-fiction genres. **'What storytelling device is used in many traditional myths and tales, across different cultures? (power of 3)'**	I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations; I make comparisons within and across texts. **'How does Shakespeare's use of language compare to a modern author like Marcus Sedgwick?'** I can explore how the way in which a text is organised, its language features and choice of specific vocabulary supports the writer's theme and purpose, providing examples across a range of genres.

		Why do you think that is?' I can describe the purpose of the text and the probable intentions of the author, using examples from the text. Eg *'Why has KR devoted a whole chapter to Con? How does it impact on you as a reader?'*	*different to Zoe's? Why is that?'* During discussion about texts, I am able to analyse what others' say to support my own ideas linked to a text. I can describe the effect the language has on the reader and begin to explain how this impact has been achieved. *'How does MS build suspense in this section of the story?'*		I can analyse and critically respond to others ideas courteously.	**'Why are the 'witches' words in the form of a rhyme?** **'How does this impact on your understanding of the text?'**
Retrieve	I can identify and record information I locate in some non-fiction texts eg **'What is the population of Rio de Janeiro?'** I am becoming more confident to locate main ideas from more than one paragraph, and to find key details with guidance eg *'What does Lila do to keep the peace amongst the children, in this chapter?'*	I can sort fact from opinion with some success *'Why was Huxley's argument more convincing than Wilberforce's?* I can identify and record information I locate in some non-fiction texts eg *'Why did Darwin go to medical school?'*	I can identify main ideas and key details across a growing range of texts in different genres.	I can ask and respond to questions about a text, to demonstrate my *understanding* *'Why was Pok-a - Tok considered a religious ritual, not just a leisure activity?'* *'Could women play Pok-a Tok?'*	I can quickly and independently locate and record information in a variety of information texts, using skills such as skimming and scanning. **'Why was religion so important to the Maya?'** **'Who were their key gods?'**	I am confident to distinguish fact from opinion in age-related texts.
Summarise	I am becoming more confident to locate main ideas from more than one paragraph, and to find key details with guidance		I can use my skills of skimming, scanning, text marking /highlighting to identify and record the key information	**'Place these events in chronological order on the timeline'**	I can clearly identify and summarise relevant points and key ideas from different points in a text and across a range of texts.	

	eg *'How did Max's disappearance lead to the discovery of the map?'*		from non-fiction texts. **'Can you rearrange these events into the order they happened in the chapter?'**		**'Can you write a summary of this chapter/story/text in no more than 5 sentences?'**	

With confidence and familiarity, children
participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and *challenging others' views courteously*;
discuss and evaluate how authors use language, *talking readily about the effect of words and phrases on the reader*;
identify and talk about figurative language and its impact;
distinguish between fact and opinion;
explain and discuss their understanding of what they have read, expressing their point of view; *provide reasoned justification for views*.

Children show that they can:
read age-appropriate texts fluently and with confidence;
learn and recite a wider range of poetry, sometimes by heart;
read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;
notice and respond to punctuation and phrasing when reading aloud;
gain, maintain and monitor the interest of the listener;
automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.