

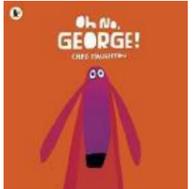
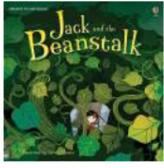
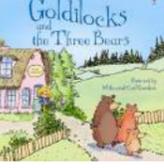
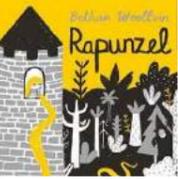
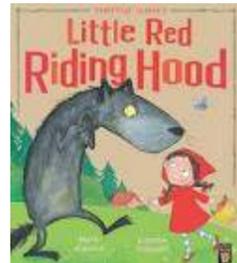
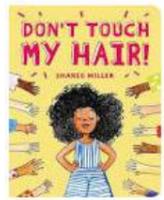
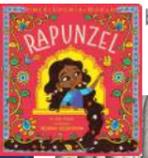
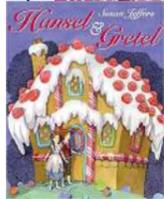
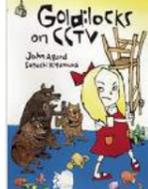
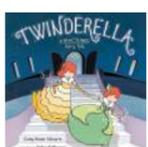
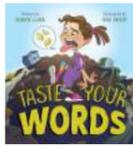
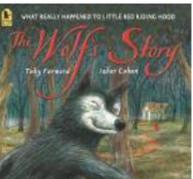
Reading Overview

Autumn 1:



The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Theme</p> <ul style="list-style-type: none"> • Value - Respect (first lesson) • Tales (traditional) 	<p>Theme</p> <ul style="list-style-type: none"> • Value - Respect • Tales (traditional) 	<p>Theme:</p> <ul style="list-style-type: none"> • Value - Respect • Tales (alternative) 	<p>Theme</p> <ul style="list-style-type: none"> • Value - Respect • Tales (alternative) 	<p>Theme</p> <ul style="list-style-type: none"> • Value - Respect • Tales (alternative) 	<p>Theme</p> <ul style="list-style-type: none"> • Value - Respect • Tales (alternative)
<p>Text</p> <ul style="list-style-type: none"> • Respect - Oh no George! By Chris Houghton  <ul style="list-style-type: none"> • The Gingerbread Man • Goldilocks and the three bears • Jack and the beanstalk   	<p>Text</p> <ul style="list-style-type: none"> • Rapunzel by Bethan Woolen • Little Red Riding Hood • The Three Little Pigs   	<p>Text</p> <ul style="list-style-type: none"> • The Bad Seed- Jory John • Don't Touch my Hair by Sharee Miller • Indian Rapunzel by Chloe Perkins • Hansel and Gretel by Susan Jeffers • Who's afraid of the big bad book?  	<p>Text</p> <ul style="list-style-type: none"> • Proudest Blue • Rumaysa: A fairy tale - Radiya Hafisa • The Iliad and the Odyssey by Marcia Williams • The Wolf's Story by Toby Forward • Into the Forest By Anthony Browne • Tales of Wisdom & by Hugh   	<p>Text</p> <ul style="list-style-type: none"> • Goldilocks on CCTV • The True Story of the Three Little Pigs • Twinderella • Little Red and the Very Hungry Lion • Taste your words     	<p>Text</p> <ul style="list-style-type: none"> • The Island by Armin Greder • Mistress of All Evil: A Tale of the Dark Fairy Book by Serena Valentino • The Wolf's Story • Hansel and Gretal    

<p>Subject Content:</p> <ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<p>Subject Content:</p> <ul style="list-style-type: none"> • 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 	<p>Subject Content:</p> <ul style="list-style-type: none"> • 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
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Discuss events • Predict events • Link reading to your own experience. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Discuss events • Predict events • Link reading to your own experience. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw on inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw on inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from

		improve understanding of a text.	understanding of a text.	non-fiction <ul style="list-style-type: none"> Participate in discussions about books, taking turns and listening and responding to what others say 	non-fiction <ul style="list-style-type: none"> Participate in discussions about books, taking turns and listening and responding to what others say
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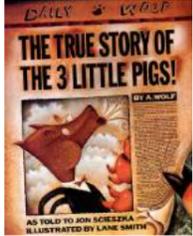
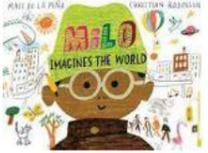
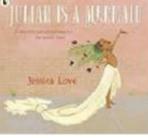
Reading Overview

Autumn 2: Diversity



The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme <ul style="list-style-type: none"> Value - Honesty Diversity 	Theme <ul style="list-style-type: none"> Value - Honesty Diversity 	Theme: <ul style="list-style-type: none"> Value - Honesty Diversity 	Theme <ul style="list-style-type: none"> Value - Honesty Diversity 	Theme <ul style="list-style-type: none"> Value - Honesty Diversity 	Theme <ul style="list-style-type: none"> Value - Honesty Diversity
Text <ul style="list-style-type: none"> Honesty - The true story of the 3 little pigs by Jon Scieszka  The Smeds and Smoos by Julia Donaldson  The proudest blue by Ibtihaj Muhammad & S.K Ali  	Text <ul style="list-style-type: none"> If All the World Were...by Joseph Coelho  Milo Imagines the World by Matt De La Pena and Christian Robinson  	Text <ul style="list-style-type: none"> The Empty Pot - Demi  Sulwe - Lupita Nyong'o  Lima's red hot chilli- David Mills  Julian is a Mermaid- Jessica Love  	Text <ul style="list-style-type: none"> The Honest-to-Goodness Truth by Patricia C. McKissack The Empty Pot (An Owlet Book) – Picture Book, Nina: A Story of Nina Simone Agent Asha: Mission Shark Bytes by Sophie Deen The Name Jar - Yangsook Choi I talk like the river by Jordan Scott 	Text <ul style="list-style-type: none"> Cathy Freeman -biography Mr Stink The London Eye Mystery The Bad Seed Running Shoes Perfectly Norman 	Text <ul style="list-style-type: none"> Once by Morris Gleitzman  The Boy at the Back of the Class by Onjali Q. Raúf  The Goldfish Boy by Lisa Thompson Can You See Me? By Libby Scott & Rebecca Westcott

					
<p>Subject Content:</p> <ul style="list-style-type: none"> Discussing the significance of the title and events Being encouraged to link what they read or hear to their own experiences 	<p>Subject Content:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<p>Subject Content:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Subject Content:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Subject Content:</p> <ul style="list-style-type: none"> Provide reasoned justifications for their views 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 	<p>Subject Content:</p> <ul style="list-style-type: none"> Provide reasoned justifications for their views 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
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own experience. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with recurring language. Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own experience. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with recurring language. Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Discuss words and phrases that capture the imagination. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Identify recurring themes and elements of different stories (e.g. good triumphing over evil) Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as character feelings, thoughts and motives 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Discuss words and phrases that capture the imagination. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Identify recurring themes and elements of different stories (e.g. good triumphing over evil) Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as character feelings, thoughts and motives 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Check that the book makes sense, discussing understanding and exploring the meaning of words in context Ask questions to improve understanding Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Check that the book makes sense, discussing understanding and exploring the meaning of words in context Ask questions to improve understanding Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph,

		<p>from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>identifying key details that support the main ideas</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say 	<p>identifying key details that support the main ideas</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say
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Reading Overview

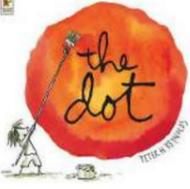
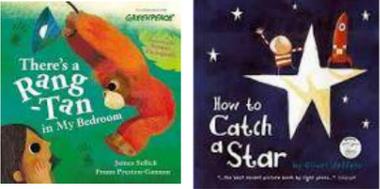
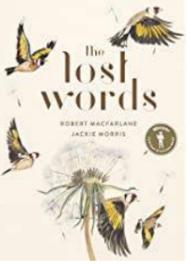
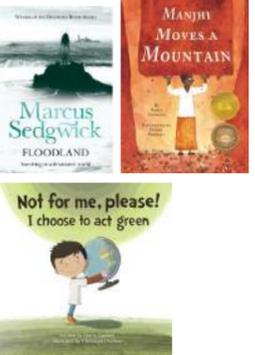
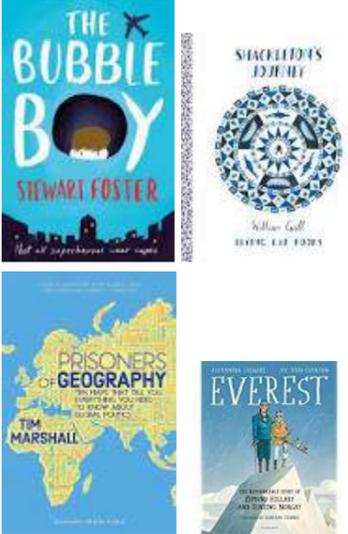
Spring 1:

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- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme <ul style="list-style-type: none"> • Value - Determination • Environment 	Theme <ul style="list-style-type: none"> • Value - Determination • Environment 	Theme: <ul style="list-style-type: none"> • Value - Determination • Environment 	Theme <ul style="list-style-type: none"> • Value - Determination • Environment 	Theme <ul style="list-style-type: none"> • Value - Determination • Environment 	Theme <ul style="list-style-type: none"> • Value - Determination • Environment
Text <ul style="list-style-type: none"> • Determination - The Dot 	Text <ul style="list-style-type: none"> • There's a Rang-Tan in My 	Text <ul style="list-style-type: none"> • One plastic bag- 	Text <ul style="list-style-type: none"> • Wangari's Trees of 	Text <ul style="list-style-type: none"> • David Attenbough 	Text <ul style="list-style-type: none"> • The Bubble Boy by



<p>Peter H. Reynolds</p>  <ul style="list-style-type: none"> ● Clean Up! Nathan Bryon & Dapo Adeola ● Little Turtle and the Sea Becky Davies & Jennie Poh 	<p>Bedroom James Sellick & Frann Preston-Gannon</p> <ul style="list-style-type: none"> ● How to catch a star by Oliver Jeffers 	<p>Miranda Paul</p> <ul style="list-style-type: none"> ● What a waste - Jess French ● After the Fall - Dan Santat 	<p>Peace: A True Story from Africa, by Jeanette Winter</p> <ul style="list-style-type: none"> ● Emeli Sandé Read All About It, Pt. III ● Firework Maker's Daughter by Phillip Pullman ● I Was There... Boudica's Army by Hiliary Mckay ● Brother Eagle, Sister Sky: A Message from Chief Seattle ● The Lost Words - (Kingfisher) ● The Greatest Show on Earth - Mini Grey 	<p>Plastic ? Plastic Pollution</p> <ul style="list-style-type: none"> ● Floodland by Marcus Sedgwick ● Greta? ● Wolfbrother by Michelle Paver ● Majhi Moves a Mountain ● Not for Me, Please!: I Choose to Act Green 	<p>Stewart Foster</p> <ul style="list-style-type: none"> ● Shackleton's Journey by William Grill ● Prisoners of Geography by Tim Marshall ● Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart 
<p>Subject Content:</p> <ul style="list-style-type: none"> ● Discussing word meanings, linking new meanings to those already known 	<p>Subject Content:</p> <ul style="list-style-type: none"> ● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<p>Subject Content:</p> <ul style="list-style-type: none"> ● Using dictionaries to check the meaning of words that they have read ● Reading books that are structured in different ways and reading for a range of purposes 	<p>Subject Content:</p> <ul style="list-style-type: none"> ● Using dictionaries to check the meaning of words that they have read ● Reading books that are structured in different ways and reading for a range of purposes 	<p>Subject Content:</p> <ul style="list-style-type: none"> ● Retrieve, record and present information from non-fiction ● Predicting what might happen from details stated and implied 	<p>Subject Content:</p> <ul style="list-style-type: none"> ● Retrieve, record and present information from non-fiction ● Predicting what might happen from details stated and implied
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ● Discuss events ● Predict events ● Link reading to your own experience. ● Infer what characters are like from actions. ● Ask and answer questions about texts. ● Discuss favourite words 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ● Discuss events ● Predict events ● Link reading to your own experience. ● Infer what characters are like from actions. ● Ask and answer questions about texts. ● Discuss favourite words 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ● Draw on inferences from reading. ● Predict from details stated and implied. ● Recall and summarise main ideas. ● Discuss words and phrases that capture the imagination. 	<p>Essential Skills</p> <ul style="list-style-type: none"> ● Draw on inferences from reading. ● Predict from details stated and implied. ● Recall and summarise main ideas. ● Discuss words and phrases that capture the imagination. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ● Identify and discuss themes and conventions in and across a wide range of writing ● Make comparisons within and across books ● Check that the book makes sense, discussing 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ● Identify and discuss themes and conventions in and across a wide range of writing ● Make comparisons within and across books ● Check that the book makes sense, discussing

<p>and phrases.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>and phrases.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say 	<p>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say
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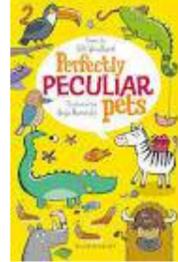
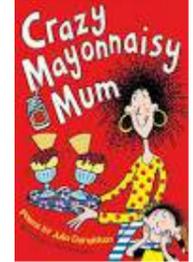
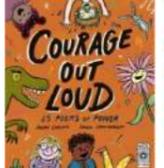
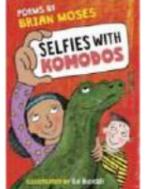
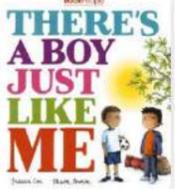
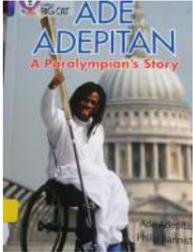
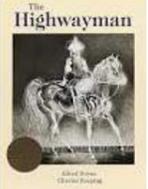
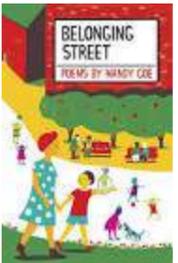
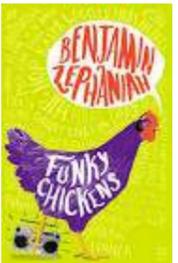
Reading Overview

Spring 2:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme <ul style="list-style-type: none"> Value - Equality Poetry 	Theme <ul style="list-style-type: none"> Value - Equality Poetry 	Theme: <ul style="list-style-type: none"> Value - Equality Poetry 	Theme <ul style="list-style-type: none"> Value - Equality Poetry 	Theme <ul style="list-style-type: none"> Value - Equality Poetry 	Theme <ul style="list-style-type: none"> Value - Equality Poetry
Text <ul style="list-style-type: none"> Equality - My shadow is pink by Scott Stuart  Poems About Festivals Brian Moses, Kristina Swarner & Various Poets A First Book of the Sea Nicola Davies & Emily Sutton  	Text <ul style="list-style-type: none"> Perfectly Peculiar Pets Elli Woollard & Anja Boretzki Crazy Mayonnaisy Mum Julia Donaldson & Nick Sharratt   	Text <ul style="list-style-type: none"> Courage Out Loud - Joseph Coelho and Daniel- Gray Barnett  Selfies with Komodos-Brian Moses and Ed Boxall  There's a boy Just like me - Frasier Cox  	Text <ul style="list-style-type: none"> Mo Farah Dream to win, by Roy Apps Electricity from Billy Elliot The Musical Ade Adeptian Witches by Joseph Coelho Earth, Sea and Sky Little Red Riding Hood and the Wolf by Roald Dahl, Revolting Rhymes 	Text <ul style="list-style-type: none"> The Highwayman by Alfred Noyes Islamic Poetry (Rumi) Anthology Dr Suess Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan: Two Stories of Bravery The Spider and the Fly (1829)   	Text <ul style="list-style-type: none"> Belonging Street by Mandy Coe Funky Chickens by Benjamin Zephaniah Love That Dog - Sharon Creech Check Mates by Stewart Foster    
Subject Content: <ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 	Subject Content: <ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	Subject Content: <ul style="list-style-type: none"> Listening to and discussing a wide range of poetry Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry] 	Subject Content: <ul style="list-style-type: none"> Listening to and discussing a wide range of poetry Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry] 	Subject Content: <ul style="list-style-type: none"> Read and discuss an increasingly wide range of poetry Learning a wider range of poetry by heart Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	Subject Content: <ul style="list-style-type: none"> Read and discuss an increasingly wide range of poetry Learning a wider range of poetry by heart Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Essential Skills and Knowledge <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own 	Essential Skills and Knowledge <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own 	Essential Skills and Knowledge <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details 	Essential Skills and Knowledge <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details 	Essential Skills and Knowledge <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide 	Essential Skills and Knowledge <ul style="list-style-type: none"> Identify and discuss themes and conventions in and

<p>experience.</p> <ul style="list-style-type: none"> • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>experience.</p> <ul style="list-style-type: none"> • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>stated and implied.</p> <ul style="list-style-type: none"> • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>stated and implied.</p> <ul style="list-style-type: none"> • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>range of writing</p> <ul style="list-style-type: none"> • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say 	<p>across a wide range of writing</p> <ul style="list-style-type: none"> • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Participate in discussions about books, taking turns and listening and responding to what others say
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Reading Overview

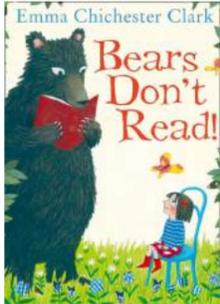
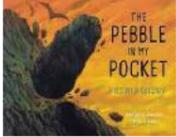
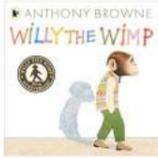
Summer 1:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information



- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme <ul style="list-style-type: none"> • Value - Co-operation • Journey 	Theme <ul style="list-style-type: none"> • Value - Co-operation • Journey 	Theme: <ul style="list-style-type: none"> • Value - Co-operation • Journey 	Theme <ul style="list-style-type: none"> • Value - Co-operation • Journey 	Theme <ul style="list-style-type: none"> • Value - Co-operation • Journey 	Theme <ul style="list-style-type: none"> • Value - Co-operation • Journey
Text <ul style="list-style-type: none"> • Cooperation - Bears Don't Read Emma Chichester Clark  • A river By Marc Martin  	Text <ul style="list-style-type: none"> • Lost and Found by Oliver Jeffers  • The Most Magnificent Thing Ashley Spires  	Text <ul style="list-style-type: none"> • The Pebble in my Pocket by Meredith Hooper  • Willy the Wimp - by Anthony Brown  • Wisp- a story of hope by Zana Fraillon  	Text <ul style="list-style-type: none"> • Moonbird by Joyce Dunbar • Alice's Adventures in Wonderland Lewis Carroll • Paddington Bear - Michael Bond • The Arrival by Shaun Tan • Cloud Tea Monkeys by Mal Peet • Journey to the river sea by Eva Ibbotson 	Text <ul style="list-style-type: none"> • The Boy at the Back of the Class • Azzi in Between by Sarah Garland  • The Explorer • Welcome to Nowhere By Elizabeth Laird • My Friend the Enemy by Dan Smith • Saxon Boy • Kamala and Maya's Big Idea  • Asha and the spirit bird  	Text <ul style="list-style-type: none"> • The Journey  • The Arrival by Shaun Tan  • Jaz Santos vs The World by Priscilla Mante  • Home Ground by Alan Gibbons  • Over the Line by Tom Palmer 

<p>Subject Content:</p> <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<p>Subject Content:</p> <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<p>Subject Content:</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied discussing words and phrases that capture the reader's interest and imagination 	<p>Subject Content:</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied discussing words and phrases that capture the reader's interest and imagination 	<p>Subject Content:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 	<p>Subject Content:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own experience. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with recurring language. Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Discuss events Predict events Link reading to your own experience. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with recurring language. Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Discuss words and phrases that capture the imagination. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Identify recurring themes and elements of different stories (e.g. good triumphing over evil) Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Draw on inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Discuss words and phrases that capture the imagination. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Identify recurring themes and elements of different stories (e.g. good triumphing over evil) Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Check that the book makes sense, discussing understanding and exploring the meaning of words in context Ask questions to improve understanding Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve and record information from non-fiction Participate in 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Check that the book makes sense, discussing understanding and exploring the meaning of words in context Ask questions to improve understanding Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve and record information from non-fiction Participate in

				discussions about books, taking turns and listening and responding to what others say	discussions about books, taking turns and listening and responding to what others say
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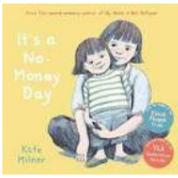
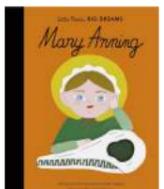
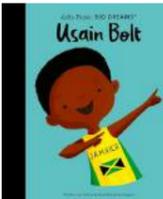
Reading Overview

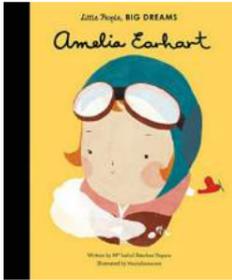
Summer 2:



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme <ul style="list-style-type: none"> • Value - Kindness • Significant Figure 	Theme <ul style="list-style-type: none"> • Value - Kindness • Significant Figure 	Theme: <ul style="list-style-type: none"> • Value - Kindness • Significant Figure 	Theme <ul style="list-style-type: none"> • Value - Kindness • Significant Figure 	Theme <ul style="list-style-type: none"> • Value - Kindness • Significant Figure 	Theme <ul style="list-style-type: none"> • Value - Kindness • Significant Figure
Text <ul style="list-style-type: none"> • Kindness - Kindness makes us strong by Sophie Beer  • Little people, Big dreams - Ameila Earhart 	Text <ul style="list-style-type: none"> • Little people, Big dreams - Mae Jamieson • It's a no money day by Kate Milner   	Text <ul style="list-style-type: none"> • The Smile Shop -Satoshi Kitamura • Little People, Big Dreams - Mary Anning • Little People, Big Dreams - Usain Bolt   	Text <ul style="list-style-type: none"> • Stories of Peace and Kindness: For a Better World, by Elizabeth Laird • Frida Kahlo Biography • Muhammad Ali Biography • Floella Benjamin biography • Grace and Family by Mary Hoffmand and Caroline Blinch • Thomas Edison Electricity 	Text <ul style="list-style-type: none"> • Little people, Big Dreams-Jane Goodall • I am Malala • David Attenborough? biography • Margaret Hamilton • Martin Luther King • Seeds and Trees • Ibn Khaldun - The Great Historian 	Text <ul style="list-style-type: none"> • Charles Darwin • Anne Frank

					
<p>Subject Content:</p> <ul style="list-style-type: none"> • Answering and asking questions 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Answering and asking questions 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Discuss events • Predict events • Link reading to your own experience. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Discuss events • Predict events • Link reading to your own experience. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw on inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draw on inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying inferences from evidence • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact

		<p>structure and presentation contribute to meaning.</p> <ul style="list-style-type: none">• Ask questions to improve understanding of a text.	<p>structure and presentation contribute to meaning.</p> <ul style="list-style-type: none">• Ask questions to improve understanding of a text.	<p>considering the impact on the reader</p> <ul style="list-style-type: none">• Retrieve and record information from non-fiction• Participate in discussions about books, taking turns and listening and responding to what others say	<p>on the reader</p> <ul style="list-style-type: none">• Retrieve and record information from non-fiction• Participate in discussions about books, taking turns and listening and responding to what others say
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