

Year 4

NC Fluency Skills:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

NC Comprehension Skills:

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books English
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:



- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning.

- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.


NC Non-Statutory Guidance:





- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

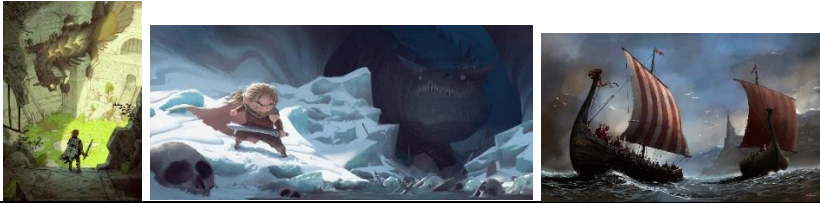
- When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].
- The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
- Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
- Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Term: Autumn 1	Project title: Potions	Number of weeks: 7
Fiction Texts:	Harry Potter and the Philosopher's Stone – J.K. Rowling Alice in Wonderland – Lewis Carroll Macbeth – William Shakespeare The Witches – Roald Dahl	
Non-fiction Texts:	Non-fiction texts based on solids, liquids and gases. Matter (Moving Up with Science) – Peter Riley Incredible Edibles: A Science Flavoured Cookbook – Stefan Gates What's Chemistry All About? – Alex Frith and Lisa Gillespie	
Visual Literacy:	Potion Shop: https://www.youtube.com/watch?v=vESEKK1qN98 Harry Potter – Liquid Luck: https://www.youtube.com/watch?v=rmB8ALhdw9I A Prince Something Familiar <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
Poetry	Magic – Grace V Tidrow The Magic Box – Kit Wright Double Double Toil and Trouble (The Witches) - Macbeth <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>THE MAGIC BOX, by Kit Wright</small></p> <p>I will put in the box the scorch of a silk sun on a summer night, fire from the nostrils of a Chinese dragon, the tip of a tongue touching a tooth.</p> <p>I will put in the box a scowman with a rambling belly a pip of the blazest water from Lake Lucerne, a hopping shark from an electric fish.</p> <p>I will put into the box three violet waltzes spoken in Sagarat, the last joke of an ancient uncle, and the first smile of a baby.</p> <p>I will put into the box a fifth season and a black sun, a cowboy on a brownstick and a witch on a white horse.</p> <p>My box is fashioned from ice and gold and steel, with stars on the lid and secrets in the corners. Its hinges are the fee joints of dimensions.</p> <p>I shall surf in my box on the great high-sailing breakers of the wild Atlantic, then with sails on a yellow beach the colour of the sun.</p> </div>	

Term: Autumn 2	Project title: Burps, Bottoms and Bile	Number of weeks: 7
Fiction Texts:	<p>Demon Dentist – David Walliams</p> <p>The Boy at the Back of the Class – Onjali K Rauf</p> <p>Dirty Bertie (Loo!, Toothy!, Germs!) – Alan MacDonald</p>	
Non-fiction Texts:	<p>Non-fiction texts about digestion and the human body.</p> <p>Why Do We Eat? – Stephanie Turnbull</p> <p>Blood, Bones and Body Bits (Horrible Science) – Nick Arnold</p> <p>Disgusting Digestion (Horrible Science) – Nick Arnold</p> <p>You Wouldn't Want to Live Without Toilets! – Fiona MacDonald</p> <p>You Wouldn't Want to Live Without Poo! – Alex Woolf</p> <p>Your Growling Guts and Dynamic Digestive System (Your Brilliant Body) – Paul Mason</p> <p>Healthy Eating (Let's Read and Talk About) – Honor Head</p> <p>My Body – Bloomsbury</p>	
Visual Literacy:	<p>How your Digestive System Works - https://www.youtube.com/watch?v=Og5xAdC8EU</p> <p>What Causes Cavities? - https://www.youtube.com/watch?v=zGoBFU1q4g0</p>	
Poetry:	<p>The Digestive System – Insiyah Dharsee - https://www.poetrynation.com/poems/the-digestive-system/</p>	

Term: Spring 1	Project title: I Am Warrior	Number of weeks: 7
Fiction Texts:	<p>The Thieves of Ostia – Caroline Lawrence Roman Diary: The Journey of Iliona – Richard Platt Roodica The Rude – Margaret Ryan (Series) The Usborne Official Roman Soldier’s Handbook – Lesley Sims So You Think You’ve Got It Bad: A Kid’s Life in Ancient Rome – Chae Strathie Marisa Morea</p>	
Non-fiction Texts:	<p>Non-fiction texts about The Romans Boudicca (Famous People, Famous Lives) – Emma Fischel Julius Caesar (Usborne) – Rachel Firth What the Romans Did for Us – Alison Hawes Rotten Romans (Horrible Histories) – Terry Deary</p>	
Visual Literacy:	<p>Horrible Histories – Rotten Romans: https://www.youtube.com/watch?v=6dohpfFPi6U The Roman Empire and its Effect on Britain: https://www.youtube.com/watch?v=3X7D8yz6QFg Boudicca and the Roman Invasion – The Story of Britain: https://www.youtube.com/watch?v=eC7ONgTJGKw A Day in the Life of a Roman Soldier - https://www.youtube.com/watch?v=P5e7cl19Ha0 March to War:</p> 	
Poetry:	<p>What the Romans Did for Us - http://www.history-for-kids.com/romans-did.html</p>	

Term: Spring 2	Project title: Misty Mountain Sierra	Number of weeks: 5
Fiction Texts:	<p>Once Upon a Raindrop – James Carter The Rhythm of The Rain – Grahame Baker-Smith The Wild Robot – Peter Brown The Miraculous Journey of Edward Tulane – Kate DiCamillo</p>	
Non-fiction Texts:	<p>Non-fiction texts about Mountains and/or the water cycle Himalayan Mountains (Expedition Diaries) – Simon Chapman Mountains of the World – Dieter Braun The Water Cycle – Alison Milford The Water Cycle at Work – Rebecca Olien</p>	
Visual Literacy:	<p>The Hobbit: To The Misty Mountains - https://www.youtube.com/watch?v=TiHVpi-0rqo Crossing Everest's Deadly Slopes - https://www.youtube.com/watch?v=q4Kw7GlZcHM The Summoner: https://www.onceuponapicture.co.uk/portfolio_page/the-summoner/ Imminent: https://www.onceuponapicture.co.uk/portfolio_page/imminent/</p> 	
Poetry	<p>The Eagle – Alfred Lord Tennyson</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"> <p>The Mountain stood so vast and tall, looking down upon us all. His snowy peaks glistened like diamonds in the light, making the beautiful valley shine so bright. The Mountain wished to be small and green, the tiny hills were crust and mean. Until one sunny day, a group of villagers came to stay. They made their homes from rocks and wood, they planted seeds within the mud. The village children loved their new home, among the trees where the snow leopards roam. The misty hills were jubbos and mud, and the big old Mountain was no longer sad. For he realized he would no longer be alone because he was the welcoming Mountain, made from stone.</p> </div> <div style="width: 30%; text-align: center;">  <p>The Eagle by Alfred Lord Tennyson</p>  <p>He clasps the crag with hooked hands; Close to the sun in lonely lands, Ringed with the azure world, he stands. The wrinkled sea beneath him crawls; He watches from his mountain walls, And like a thunderbolt he falls.</p> </div> <div style="width: 30%; text-align: right;">  </div> </div>	

Term: Summer 1	Project title: Traders and Raiders	Number of weeks: 6
Fiction Texts:	Beowulf – Michael Morpurgo How to Train your Dragon – Cressida Cowell	
Non-fiction Texts:	Non-fiction texts about Vikings Vicious Vikings: Horrible Histories – Terry Dear Vikings (100 Facts) – Fiona MacDonald and Rupert Matthews NGK Everything Vikings – National Geographic Kids The Anglo-Saxons in Britain – Moira Butterfield	
Visual Literacy:	Jotun – Journey of a Viking: https://www.literacyshed.com/jotun.html How to Train Your Dragon: https://www.youtube.com/watch?v=Zuj5doGGM7E BBC – Viking Sagas: https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f Shadow of the Colossus: https://www.onceuponapicture.co.uk/portfolio_page/shadow-of-the-colossus/ Dragon Hunter: https://www.onceuponapicture.co.uk/portfolio_page/dragon-hunter/ Boats: https://www.onceuponapicture.co.uk/portfolio_page/boats/	
Poetry:	History of Vikings – Paul Perro Being a Warrior Woman Lo There, Do I see my Father? 	

Being a Warrior Woman

Do I not wear silk and pearls,
 My skin, smooth, my hair unbraided,
 But as my soldiers, my blood-brothers?


Brave I will on the battle-field,
 You will know and remember my cry,
 As warriors rise to fight,

A woman is like a sleeping dragon,
 Caution is required when you approach,
 For if it wakes, it will fly, fire

Showering fire across the field,
 Burning all its wrathful flames,
 I pick up my sword,
 And hold it high

I have no fear
 To Valhalla
 I ride

LO, THERE
 I SEE MY FATHER
 IN THE MISTS OF
 VALHALLA!
 WHERE THE
 WARRIORS
 FOREVER!

Term: Summer 2	Project title: Blue Abyss	Number of weeks: 7
Fiction Texts:	Kensuke's Kingdom – Michael Morpurgo Flotsam – David Weisner Treasure Island – Robert Louis Stevenson Why The Whales Came – Michael Morpurgo	
Non-fiction Texts:	Non-fiction texts about living things under the sea. Under the Sea – Anna Milbourne Ocean – DK Eyewitness Weird Sea Creatures – Erich Hoyt Oceans (National Geographic Kids) – Jonna Rizzo	
Visual Literacy:	A Whale's Tale - https://www.youtube.com/watch?v=xFPoIU5iiYQ Blue Planet – David Attenborough Journey to the Bottom of the Ocean - https://www.youtube.com/watch?v=LKXvdyNz6L8	
		
Poetry:	The Ocean – Nathaniel Hawthorne Shipwreck – Nick Strong Under The Sea (Poetry Collection) - https://childrens.poetryarchive.org/collections/under-the-sea/	

VIPERS Question Stems Year 4:

<p>Vocabulary</p>	<ul style="list-style-type: none"> • Which word in the text describes what _____ is like? • Find and copy one/two words which describes/means _____? • In the sentence the word _____ is closest in meaning to (examples given) • Give the meaning of the word _____ in the sentence? • What does word/phrase mean?
<p>Inference</p>	<ul style="list-style-type: none"> • How do you know that _____ was excited? • How did _____ feel when _____ happened? • What impressions do you get of a setting/a person from a paragraph? • What does a particular paragraph suggest/infer about a person/setting? • Why did _____ happen? • Why did _____ do something? • What evidence in the text is there that a character felt /is _____ (adjective) ?
<p>Prediction</p>	<ul style="list-style-type: none"> • How do you think this story will develop? • What are your reasons from the text? • Do you think that someone will do/act differently in the future?
<p>Explanation</p>	<ul style="list-style-type: none"> • How does the title encourage you to read on? • In what ways do the illustrations support the text? • What does the word _____ tell you about _____? • What effect has the author created by writing a particular line this way? • The writer uses words like _____. How does this make you feel? • (Comparing two texts) - Which text is better and why? • Describe different character's reactions to the same event In what ways are 2 characters/settings the same/different?
<p>Retrieval</p>	<ul style="list-style-type: none"> • What, Who, Where, When, Why?, How much/many? • Using information from the text, decide if the following statements are true or false.

Summarising	<ul style="list-style-type: none"> • What happened before or after something? • Number the sentences below from 1 to 4 to show the order they happen in the story • Which of the following would be the most suitable summary of the whole text/paragraph?
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KS2 Reading Planning 2020 - 2021

Year Group:					Date:			
Reading Text:					Week:			
Non-fiction texts:								
Home learning:								
Skills Focus/VIPERS (Highlight):								
<u>V</u>	<u>I</u>	<u>P</u>	<u>E</u>	<u>R</u>	<u>S</u>			
<u>2a</u> Give/explain the meaning of vocabulary in context.	<u>2d</u> Make inferences from texts/explain and justify using evidence from the text.	<u>2e</u> Predict what might happen from the details stated and implied.	<u>2f, 2g, 2h</u> Identify/ explain how information/narrative content is related and contributes to the meaning as a whole. Identify/ explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.	<u>2b</u> Retrieve and record key information/key details from fiction and non-fiction.	<u>2c</u> Summarise main ideas from more than one paragraph.			
How will you equip pupils with the knowledge and cultural capital they need to succeed in life? What knowledge and experiences do your pupils already have and what do they need to learn for their future success? Which vocabulary/concepts will they need defining?								
Day	Connect/Review Opportunities	Knowledge <i>Know Components</i>	Skill <i>Know how Components</i>	Key Vocabulary <i>Examples of transferable vocabulary, ideas, knowledge to be taught during the lesson sequence</i>	Activity (Take account of the Principles of Instruction) <i>E.g. Links with previous learning / Teacher modelling - small steps / Question prompts / Independent practice – Inc. research opportunities / Speaking opportunities/</i>	Scaffolds/ Challenge <i>SEND Most able Tiger Children</i>	Resources	Cross-curricular links
Monday								
Tuesday								

Wednesday								
Thursday								
Friday								

Whole Class Reading Cycle 2020 - 2021

Text 1			Text 2	
Introduce the text Vocabulary based lesson	Investigate the text Retrieval based skills session	Digging deeper in the text Inference based skills	Going further in the text Another skills based session based on prior Big Read assessments	Introduce the text Vocabulary based lesson
Text 2			Text 3 (Independent – non-project based)	
Investigate the text Retrieval based skills session	Digging deeper in the text Inference based skills	Going further in the text Another skills based session based on prior Big Read assessments	Big Read: Timed mixed comprehension questions. Question types taken from Text 1&2 questions. Questions to have skills behind them e.g. 2a.	Reflecting and Editing: CT works through Big Read answers. Children edit and improve answers individually, as a group or as a whole class.
Chosen Text				
<p>Read and Review:</p> <p>Pupils share thoughts and participate in discussions on books they are reading.</p> <p>Activities to include: book reviews and recommendations, book battles, book pitches, book swaps, book blankets etc.</p>				

- Question types that are included in Text 1 and Text 2 should feature in Text 3 (Big Read) e.g. True or False questions in Text 1 should feature in Big Read as these will have been modelled in taught lessons.
- Every 3rd text should be non-fiction.
- Poetry to be used once per half-term.
- Texts can be visual literacy, videos, images etc.

Year 5

NC Fluency Skills:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

NC Comprehension Skills:

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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
- Provide reasoned justifications for their views.

NC Non-Statutory Guidance:

- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

