

Reading



EYFS – Year 2:

Within Early Years and Key Stage 1, we use Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics to teach Reading (see separate Little Wandle Phonics guidance for additional information).

Reading skills are taught within Phonics lessons and Reading Practice sessions. Books are matched to pupil's phonic level and these are updated regularly. Wider comprehension skills are reinforced throughout teaching and additional Read Aloud sessions.

Reading Practice structures are as follows:

Day 1	Fluency
Day 2	Fluency
Day 3	Prosody
Day 4	Comprehension

- Once pupils have developed reading fluency, they follow the wider school Reading structure from Year 2 Autumn 2 onwards.



Reading Cycle (Year 2 – 6)

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 1

NC Fluency Skills:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

NC Comprehension Skills:



Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Checking that the text makes sense to them as they read and correcting inaccurate reading
 - Making inferences on the basis of what is being said and done
 - Answering and asking questions
 - Predicting what might happen on the basis of what has been read so far



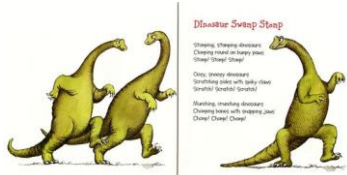
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

NC Non-Statutory Guidance:

- Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').
- Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.
- Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).
- 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Term: Autumn 1	Project title: Super Senses	Term: Autumn 2	Project title: Memory Box
Fiction Texts:	Supertato – Paul Linnet and Sue Hendra Superkid – Claire Freedman Superheroes are Everywhere – Kamala Harris The Day I Lost My Superpowers – Michael Escoffier Ten Rules of Being a Superhero – Deb Pilutti How to be a Superhero – Sue Fliess Superhero Instruction Manual – Kirsty Dempsey Eliott Jones, Midnight Superhero – Anne Cottringer Ladybug Girl – David Soman Super Rid Riding Hood – Claudia Davila	Fiction Texts:	The Paper Dolls – Julia Donaldson Goldilocks and The Three Bears – Vera Southgate Old Bear – Jane Hissey Lost in the Toy Museum – David Lucas Kipper’s Toybox – Mick Inkpen Where’s My Teddy? – Jez Alborough Hello Friend – Rebecca Cobb
Non-fiction Texts:	Information Texts/Reports about the lives of people who help us: <ul style="list-style-type: none"> • Doctors • Nurses • Police • Firefighters Newspaper articles documenting heroism. Diary entry (in character) from the perspective of someone heroic. CBBC Newsround – relating to recent news on bravery.	Non-fiction Texts:	Toys and Games (Ways Into History) – Sally Hewitt The History of Toys – Helen Cox Cannons
Visual Literacy:	Pip – Southeastern Guide Dogs: https://www.youtube.com/watch?v=07d2dXHb94 For the Heroes: A Pep Talk from Kid President: https://www.youtube.com/watch?v=tgF1Enrgo2g Visual Imagery of Superheroes/Battles Everyday Superheroes: 	Visual Literacy:	Toyz – Animated Short Film: Cute CGI 3d Animated Short Film ** TOYZ ** Animation by IsArt Digital Team [PG13] - YouTube 
Poetry	Here Come the Superheroes – Neal Zetter	Poetry:	There’s a Bear on My Chair – Ross Collins The Puffin Book of Utterly Brilliant Poetry – Brian Patten

Term: Spring 1	Project title: Bright Lights, Big City	Term: Spring 2	Project title: Paws, Claws and Whiskers
Fiction Texts:	Paddington at the Palace – Michael Pond The Town and the Country Mouse – Aesop’s Fables Little Elliot, Big City – Mike Curato Nana in the City – Lauren Castillo Wake Up, City – Erica Silverman Last Stop on Market Street – Matt De La Pena Katie in London – James Mayhew	Fiction Texts:	The Tiger Who Came to Tea – Judith Kerr Dear Zoo – Rod Campbell The Great Pet Sale – Mick Inkpen Not Norman – Kelly Bennett The Lion Inside – Rachael Bright Giraffe’s Can’t Dance – Giles Andreae
Non-fiction Texts:	Local Newspaper Articles from Birmingham, the West Midlands or England. Leaflets for Things to do in Birmingham - https://visitbirmingham.com/ All About Acocks Green – fact-file of information. All About England – Susan Harrison	Non-fiction Texts:	Non-Chronological Reports About Household Pets Instructions for How to Look After a Pet Fact-Files about Animals: https://www.nationalgeographic.com/animals/facts-pictures/ Usborne Children’s Picture Atlas of Animals – Hazel Maskell Little Kids First Big Book of Pets – National Geographic Kids Animal Club for Kids – youngvetsclub.com Pets at Home – Fact Files: https://www.petsathome.com/shop/en/pets/small-pet-fact-files#
Visual Literacy:	What is Birmingham Like? - https://www.youtube.com/watch?v=rxQqoWYEG0g The United Kingdom - https://www.youtube.com/watch?v=kU_SpzWktqE	Visual Literacy:	Pets: https://www.youtube.com/watch?v=i-80SGWfEjM What Do Pets Need? - https://www.youtube.com/watch?v=FOLP8p0jSoA
Poetry	Block City – Robert Louis Stevenson: https://www.youtube.com/watch?v=Tt6JLQOetew  Which is The Way to London Town?	Poetry:	What Pet Should I Get – Dr Seuss Some Pets – Angela DiTerlizzi Pet Poems – Jennifer Curry Perfectly Peculiar Pets – Elli Woollard and Anja Boretzki

Term: Summer 1	Project title: Enchanted Woodland	Term: Summer 2	Project title: Dinosaurs
Fiction Texts:	Hansel and Gretel The Gruffalo – Julia Donaldson Into the Forest – Anthony Browne Goodnight Forest – Becky Davies The Wild Woods – Simon James A House in the Woods – Inga Moore Finding Wild – Megan Wagner Lloyd Tidy – Emily Gravett The Things That I Love About Trees – Chris Butterworth Tree – Britta Teckentrup	Fiction Texts:	Where the Wild Things Are – Maurice Sendak The Worrysaurus – Rachel Bright The Dinosaur Who Pooped a Planet – Tom Fletcher The Dinosaur Department Store – Lily Murray and Richard Merritt Harry and the Bucketful of Dinosaurs – Ian Whybrow Tyrannosaurus Drip – Julia Donaldson Tiny T-Rex and the Very Dark Dark – Jonathan Stutzman Am I Yours? – Alex Latimer 1, 2, 3 Do the Dinosaur – Michelle Robinson The Dinosaur Who Lost Her Voice – Francesca Gambatesa Mad About Dinosaurs! – Giles Andreae and David Wojtowycz
Non-fiction Texts:	Woodland Creatures – Emily Bone Welcome to the Woodland – Ruth Owen Let's Explore Woodland Creatures – Claire Phillips	Non-fiction Texts:	Everything Dinosaurs – National Geographic Kids First Dinosaur Encyclopaedia - DK Mad About Dinosaurs – Penguin Books Dinosaurs – A Children's Encyclopedia (DK)
Visual Literacy:	The Literacy Shed:  Once Upon a Picture – Hansel and Gretel Once Upon a Picture – Summer BNight Once Upon a Picture – Cottage	Visual Literacy:	The Good Dinosaur – Walt Disney A Dinosaur Story - https://www.youtube.com/watch?v=WHdxjS5a2CE
Poetry	Stopping by Woods on a Snowy Evening - Robert Frost I Am the Seed That Grew the Tree – Fiona Waters A Walk in the Woods: 	Poetry:	Dinosaur Poems – John Foster Dinosaur Swamp Stomp – Meredith Costain 

Year 2

NC Fluency Skills:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

NC Comprehension Skills:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

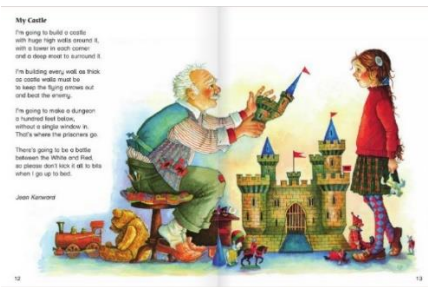
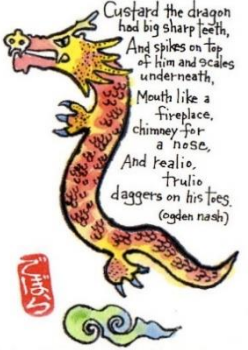
Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

NC Non-Statutory Guidance:

- Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.
- Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Term: Autumn 1	Project title: Let's Explore Our World!	Term: Autumn 2	Project title: Towers, Turrets and Tunnels
Fiction Texts:	<p>The Pirates Next Door – Jonny Duddle The Pirate's Picnic – Angela McAllister How Pirates Really Work! – Alan Snow Go, Go, Pirate Boat – Katrina Charman Winnie and Wilbur: The Pirate Adventure – Valerie Thomas and Korky Paul The Adventures of Sinbad the Sailor – Katie Daynes The Night Pirates – Peter Harris How I Became a Pirate – Melinda Long The Storm – Akiko Miyakoshi</p>	Fiction Texts:	<p>Tell Me a Dragon – Jackie Morris Journey – Aaron Becker The Knight and The Dragon – Tomie de Paola Rapunzel – Sarah Gibb How to Catch a Dragon – Caryl Hart There Was an Old Dragon Who Swallowed a Knight – Penny Parker Klosterman The Boy Who Grew Dragons – Andy Sheppard Knights in Training – Vivian French and Melling The Dragon Machine – Helen Ward</p>
Non-fiction Texts:	<p>See Inside Pirate Ships – Rob Lloyd Jones Christopher Columbus – Minna Lacey Captain Cook – Rebecca Levene</p>	Non-fiction Texts:	<p>Non-fiction texts about castles, knights, kings and queens. Texts about English Monarchs. See Inside Castles – Katie Daynes and David Hancock 100 Facts on Knights and Castles – Jane Walker</p>
Visual Literacy:	<p>A Day in the Life of a Pirate: https://www.youtube.com/watch?v=7Sf_WM-mYBI</p>	Visual Literacy:	<p>How to Train Your Dragon – Learning to Fly: https://www.youtube.com/watch?v=ZDyEERuK31Y</p>
Poetry	<p>Pirates Wear Patches (From Shiver Me Timbers! Pirate Poems and Paintings – Douglas Florian) I Wish I was a Pirate – Tony Bradman Yo Ho Ho A Pirating We'll Go – Kaye Umansky and Nick Sharratt</p>	Poetry:	<p>My Castle – Jean Kenward Custard the Dragon – Ogden Nash</p>  

Term: Spring 1 and Spring 2	Project title: Movers and Shakers/Muck, Mess and Mixtures
Fiction Texts:	<p>George's Marvellous Medicine – Roald Dahl The Magic Porridge Pot – Rosie Dickens Oliver Moon and the Potion Commotion – Sue Mongredien Roald Dahl's Revolting Recipes Because – Mo Willems Ketzal the Cat Who Composed – Newman Leslea Allegro – David Miles The Twits – Roald Dahl</p>
Non-fiction Texts:	<p>Non-fiction Books about Materials. Materials (Discover Science) – Clive Gifford and Kingfisher Materials (Science in Action) – Anna Claybourne Music and How It Works: The Complete Guide for Kids – DK</p>
Visual Literacy:	
Poetry	<p>Double Double Toil and Trouble (Macbeth) – William Shakespeare Color Drops – Kissy Pena</p>

Term: Summer 1	Project title: Enchanted Woodland	Term: Summer 2	Project title: Beachcombers
Fiction Texts:	Project title: The Scented Garden	Fiction Texts:	The Secret of Blackrock – Joe-Todd Stanton A House for Hermit Crab – Eric Carle The Lighthouse Keeper’s Lunch – Ronda and David Armitage At the Beach – Roland Harvey Sally and the Limpet – Simon James Billy’s Bucket – Kes Gray and Garry Parsons
Non-fiction Texts:	A Butterfly is Patient – Dianna Hutts Aston The Boy Who Lost His Bumble – Trudi Esberger Twist and Hop Minibeast Bop – Tony Mitton and Guy Parker-Rees An Ants Day Off – Bonny Becker Ace Lacewing: Bug Detective – David Bierdrzycki Diary of a Spider – Doreen Cronin	Non-fiction Texts:	Non-Fiction Texts about Seaside Creatures Non-Fiction Texts about Rockpools What Can Live On the Beach? – John-Paul Wilkins Seaside – Angela Royston Seashore: 100 Facts – Steve Parker How Does a Lighthouse Work? – Roman Belyaev
Visual Literacy:	From Caterpillar to Butterfly – Deborah Heligiman Non-Fiction Texts about Minibeasts, Insects and Bugs. Bugs (DK First Facts) Bugs (Usborne Young Beginners) – Emily Bone Animal Homes (Usborne Peep Inside) – Anna Milbourne Bugs, Bees and Other Buzzy Creatures – DK Insect Emporium – Susie Brooks	Visual Literacy:	Piper - https://www.youtube.com/watch?v=vPuRBiBCxyk Lighthouse Town - https://www.onceuponapicture.co.uk/portfolio_page/lighthouse-town/
Poetry	Miniscule – Chewing Gum - https://www.youtube.com/watch?v=rnooeTauh9g The Book of Butterflies - https://www.literacyshed.com/butterflies.html Butterfly Emerging:	Poetry:	Hello Ocean – Pam Munoz Ryan The Beach At the Sea-Side – Robert Louis Stevenson
	Forgiven – A.A. Milne The Lightning Bug – Barbara Linnea Johnson		

Year 3

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]

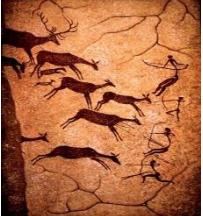
Understand what they read, in books they can read independently, by:



- 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: Scrumdiddlyumptious!	Term: Autumn 2	Project title: Tribal Tales
Fiction Texts:	Charlie and The Chocolate Factory – Roald Dahl Green Eggs and Ham – Dr Seuss Cloudy with a Chance of Meatballs – Judi Barrett The Chocolate Touch – Patrick Skene Catling	Fiction Texts:	Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson and Katie Hindley Ug: Boy Genius of the Stone Age – Raymond Briggs
Non-fiction Texts:	Non-Fiction Texts about Food and Food Production. Recipes Lunchbox: The Story of Your Food – Christine Butterworth A Chocolate Bar (How It’s Made) – Sarah Ridley Who Wants Pizza? (A Guide to the Food We Eat) – Jan Thornhill Usborne: Look Inside Food – Emily Bone Are You What You Eat? – DK The Story of Chocolate – Alex Woolf	Non-fiction Texts:	Non-Fiction Texts about Living in the Stone Age. The Stone Age – Jerome Martin How to Live Like a Stone Age Hunter – Anita Ganeri The Secrets of Stonehenge – Mick Manning Savage Stone Age – Terry Deary Who Were the First People? Stone, Bronze and Iron Ages – Sonya Newland
Visual Literacy:	Marks and Spencer’s Advertising: https://www.youtube.com/watch?v=Tu-sbmySMG8 Food Advertising Tricks: https://www.youtube.com/watch?v=9k7PJoNAXkk	Visual Literacy:	Stone Age Paintings 
Poetry	Cakes in The Window Willy Wonka’s Chocolate Room Pure Imagination: https://www.youtube.com/watch?v=RZ-uV72pQKI	Poetry:	I Was Born in the Stone Age – Michael Rosen: https://www.youtube.com/watch?v=tq3Q85aA_0k

Term: Spring 1	Project title: Tremors	Term: Spring 2	Project title: Urban Pioneers
Fiction Texts:	Escape From Pompeii – Christina Balitt When The Giant Stirred – Celia Godkin	Fiction Texts:	The Creakers – Tom Fletcher Emil and The Detectives – Erich Kastner Scribbleboy – Philip Ridley The Beast and The Bethany – Jack Meggitt Phillips
Non-fiction Texts:	Non-Fiction Texts about Earthquakes, Volcanoes and Tsunamis. Non-Fiction Texts about Fossils and Rocks. Everything Volcanoes and Earthquakes – National Geographic Kids. Rocks and Fossils – Chris Pellant and Belinda Weber Volcanoes – Stephanie Turnbull The Pebble in My Pocket: A History of Our Earth – Meredith Hopper	Non-fiction Texts:	Non-Fiction Texts about Birmingham Graffiti Culture – Liz Gogerly Banksy: Art Breaks the Rules – Hettie Bingham Urban Street Art (Is It Really Art?) – Alix Wood 125 Wacky Roadside Attractions
Visual Literacy:	A Day in Pompeii: https://www.youtube.com/watch?v=dY_3ggKg0Bc 	Visual Literacy:	What is Birmingham Like? - https://www.youtube.com/watch?v=rxQgoWYEG0g 

Term: Summer 1	Project title: Gods and Mortals	Term: Summer 2	Project title: Flow/Mighty Meals
Fiction Texts:	Here Comes Hercules – Stella Turkson Beasts of Olympus – Lucy Coats The Orchard Greek Myths – Geraldine McCaughrean Greek Myths for Young Children – Heather Amery Illustrated Stories from the Greek Myths – Usborne Introduction to Greek Mythology for Kids	Fiction Texts:	The Iron Man – Ted Hughes This Morning I Met a Whale – Michael Morpurgo Until I Met Dudley – Roger McGough The Journey – Neil Griffith and Scott Mann
Non-fiction Texts:	Non-Fiction Texts on the Ancient Greeks Ancient Greeks – Stephanie Turnbull How the Olympics Came to Be – Helen East The Orchard Book of Greek Gods and Goddesses See inside Ancient Greece – Rob Lloyd Jones	Non-fiction Texts:	Non-Fiction Texts about Water, Rivers etc. Non-Fiction Texts about Metals and Other Materials, Forces and Magnets. A Drop in the Ocean: The Story of Water – Jacqui Bailey Rivers – Ruth Thomson The Drop in my Drink: The Story of Water on Our Planet Robots (National Geographic Kids) Forces and Magnets – Peter Riley 100 Inventions that Made History - DK
Visual Literacy:	Ancient Greek Gods Fact File: https://www.youtube.com/watch?v=f3AnwkE8qKE Poseidon at Sea: 	Visual Literacy:	The Nature I Believe In: https://www.onceuponapicture.co.uk/portfolio_page/in-nature-i-believe/ Literacy Shed - Screen The Iron Man - https://www.bbc.co.uk/programmes/p011mxw2 
Poetry	N/A	Poetry:	 A River's Journey:

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.



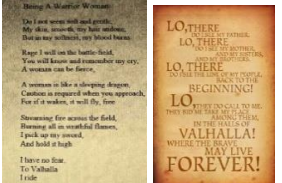
NC Non-Statutory Guidance:

- 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: Burps, Bottoms and Bile	Term: Autumn 2	Project title: I Am Warrior
Fiction Texts:	Demon Dentist – David Walliams The Boy at the Back of the Class – Onjali K Rauf Dirty Bertie (Loo!, Toothy!, Germs!) – Alan MacDonald	Fiction Texts:	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
Non-fiction Texts:	Non-fiction texts about digestion and the human body. Why Do We Eat? – Stephanie Turnbull Blood, Bones and Body Bits (Horrible Science) – Nick Arnold Disgusting Digestion (Horrible Science) – Nick Arnold You Wouldn’t Want to Live Without Toilets! – Fiona MacDonald You Wouldn’t Want to Live Without Poo! – Alex Woolf Your Growling Guts and Dynamic Digestive System (Your Brilliant Body) – Paul Mason	Non-fiction Texts:	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
Visual Literacy:	How your Digestive System Works - https://www.youtube.com/watch?v=Og5xAdC8EUl What Causes Cavities? - https://www.youtube.com/watch?v=zGoBFU1q4g0	Visual Literacy:	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: 
Poetry	The Digestive System – Insiyah Dharsee - https://www.poetrynation.com/poems/the-digestive-system/	Poetry:	What the Romans Did for Us - http://www.history-for-kids.com/romans-did.html

Term: Spring 1	Project title: Potions	Term: Spring 2	Project title: Misty Mountain Sierra
Fiction Texts:	Harry Potter and the Philosopher's Stone – J.K. Rowling Alice in Wonderland – Lewis Carroll Macbeth – William Shakespeare The Witches – Roald Dahl	Fiction Texts:	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
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	Non-fiction Texts:	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 Oliien
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 	Visual Literacy:	The Hobbit: To The Misty Mountains - https://www.youtube.com/watch?v=TiHVpi-0rqq Crossing Everest's Deadly Slopes - https://www.youtube.com/watch?v=q4Kw7GIZcHM The Summoner: https://www.onceuponapicture.co.uk/portfolio_page/the-summoner/ Imminent: https://www.onceuponapicture.co.uk/portfolio_page/imminent/
Poetry	Magic – Grace V Tidrow The Magic Box – Kit Wright Double Double Toil and Trouble (The Witches) - Macbeth	Poetry:	The Eagle – Alfred Lord Tennyson <p style="text-align: center;"> <small> 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 cruet 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 nasty hills were jalous and mad, and the big old Mountain was no longer sad. For he realised he would no longer be alone because he was the welcoming Mountain, made from stone. </small> </p>

Term: Summer 1	Traders and Raiders	Term: Summer 2	Project title: Blue Abyss
Fiction Texts:	Beowulf – Michael Morpurgo How to Train your Dragon – Cressida Cowell	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 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	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:	<p>Jotun – Journey of a Viking: https://www.literacyshed.com/jotun.html</p> <p>How to Train Your Dragon: https://www.youtube.com/watch?v=Zuj5doGGM7E</p> <p>BBC – Viking Sagas: https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f</p> 	Visual Literacy:	<p>A Whale’s Tale - https://www.youtube.com/watch?v=xFPoIU5iiYQ</p> <p>Blue Planet – David Attenborough</p> <p>Journey to the Bottom of the Ocean - https://www.youtube.com/watch?v=LKXvdyNz6L8</p> 
Poetry	<p>History of Vikings – Paul Perro</p> <p>Being a Warrior Woman</p> <p>Lo There, Do I see my Father?</p> 		<p>The Ocean – Nathaniel Hawthorne</p> <p>Shipwreck – Nick Strong</p> <p>Under The Sea (Poetry Collection) - https://childrens.poetryarchive.org/collections/under-the-sea/</p>

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.

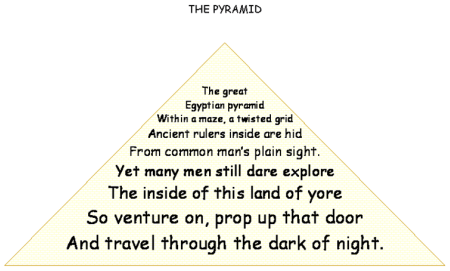
Understand what they read by:


- 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.

Term: Autumn 1	Project title: Amazon Adventure	Term: Autumn 2	Project title: Pharaohs
Fiction Texts:	The Explorer – Katherine Rundell The Jungle Book – Rudyard Kipling Lost in the Amazon – Tod Olsen The Great Kapopok Tree – Lynne Cherry Where the Rainforest Meets the Sea – Jeannie Baker Journey to the River Sea – Eva Ibbotson	Fiction Texts:	Varjak Paw – S. F. Said The Phoenix Code (Secrets of the Tombs) – Helen Moss
Non-fiction Texts:	Non-fiction texts about The Amazon, Jungles and/or Rainforests including animals. DK Eyewitness Books: The Amazon – DK Rainforests (The Where on Earth?) – Susie Brooks 100 Facts Rainforests – Camilla De La Bedoyere Eco Baby: Rainforests – Lorna Freytag Amazon (DK Eyewitness) – DK	Non-fiction Texts:	Non-fiction texts about The Egyptians Horrible Histories: Awesome Egyptians – Terry Deary Ancient Egypt (Eyewitness) – DK Mummies and Pyramids – Sam Taplin Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams Stories for Ancient Egypt – Joyce A Tyldesley and Julian Heath Ancient Egyptians (Explore) – Jane Bingham
Visual Literacy:	Rainforest: https://www.youtube.com/watch?v=7NX8-gMAoAU Deforestation: https://www.youtube.com/watch?v=nUstYj4o2VQ	Visual Literacy:	Tadeo Jones: https://www.youtube.com/watch?v=hBp0Cvj-KoE&t=22s Pyramid Construction: https://www.youtube.com/watch?v=pOznETH5nGY The Prince of Egypt – Building Pyramids:
Poetry	Rainforest Poems: https://www.poemhunter.com/poems/rainforest/page-1/39715436/ Deforestation Poems: https://www.poemhunter.com/poems/deforestation/ Child of The Rainforest Sonnet: On Deforestation – Dr. A Celestine Raj Manohar	Poetry:	The Pyramid:  <p>THE PYRAMID</p> <p>The great Egyptian pyramid Within a maze, a twisted grid Ancient rulers inside are hid From common man's plain sight. Yet many men still dare explore The inside of this land of yore So venture on, prop up that door And travel through the dark of night.</p>

Term: Spring 1	Project title: Stargazers	Term: Spring 2	Project title: A Greener Future
Fiction Texts:	Curiosity – The Story of a Mars Rover: Markus Motum Cosmic – Frank Cottrell-Boyce Counting On Katherine – Helaine Becker Clockwork – Phillip Pullman	Fiction Texts:	Oranges in No Man’s Land – Elizabeth Land Tom’s Midnight Garden – Phillipa Peace Hacker – Malorie Blackman (*not project linked)
Non-fiction Texts:	Non-fiction texts about Space, The Solar System, Astronomy and Space Travel Solar System: Fascinating Facts – Collins The Usborne Official Astronaut’s Handbook – Louie Stowell Astronomy (Usborne Discover) – Rachel Firth Neil Armstrong and Travelling to the Moon – Ben Hubbard Why is There Life on Earth? – Andrew Solway Knowledge Encyclopaedia: Space! – DK	Non-fiction Texts:	The World in My Kitchen – Kate Morrison and Sally Brown The Everyday Journeys of Ordinary Things – Libby Deutsch Before We Eat: From Farm to Table – Pat Brisson Edible Atlas – Mina Holand The Story of Food – Giles Coren
Visual Literacy:	Astronaut Wizard: https://www.onceuponapicture.co.uk/portfolio_page/astronaut-wizard/ Special: https://www.onceuponapicture.co.uk/portfolio_page/special/ Rocket Science: https://www.onceuponapicture.co.uk/portfolio_page/rocket-science/	Visual Literacy:	
Poetry	Space Poems: http://www.rainydaypoems.com/poems-for-kids/space-poems Stars – Bronte Sisters: http://www.rainydaypoems.com/poems-for-kids/space-poems/stars-bronte-sisters	Poetry:	Funky Chickens – Benjamin Zephaniah

Term: Summer 1	Project title: Peasants, Princes and Pestilence	Term: Summer 2	Project title: Mesmerising Mayans
Fiction Texts:	Fire, Bed and Bone – Henrietta Branford Plague – Tony Bradman Ring of Roses – Mary Hooper Boy in the Tower – Polly Ho-Yen	Fiction Texts:	Holes – Louis Sachar The Hero Twins: Against the Lords of Death (A Mayan Myth) Rain Player – David Wisniewski
Non-fiction Texts:	Non-fiction texts about Plague, Disease and The Middle Ages. Deadly Diseases and Curious Curses – Anna Claybourne Palaces, Peasants and Plagues: England in the 14 th Century – Richard Platt Knights and Castles (The Usborne Time Traveller) – Judy Hindley Knight (DK Eyewitness) – DK Avoid Being in a Medieval Castle! – Jacqueline Morley	Non-fiction Texts:	Non-fiction texts about Mayan civilisation The History Detective Investigates: Mayan Civilisation The Ancient Maya – Jackie Malov The Mystery of the Maya Ruins Daily Life in the Maya Civilisation
Visual Literacy:		Visual Literacy:	Ancient Maya 101: https://www.youtube.com/watch?v=Q6eBJdca14 
Poetry	Pestilence – Philip Freneau The Plague – Christina Rossetti When This Is Over – Laura Kelly Fanucci	Poetry:	N/A

Year 6

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:


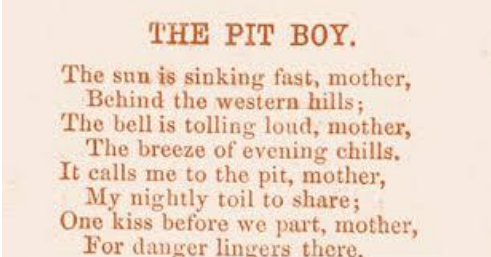
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 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.

Term: Autumn 1	Project title: Off With Her Head	Term: Autumn 2	Project title: Frozen Kingdom
Fiction Texts:	Treason – Berlie Doherty The Executioner’s Daughter – Jane Hardstaff Girl of Ink and Stars – Kiran Milwood Hargrave	Fiction Texts:	Northern Lights – Phillip Pullman Shakleton’s Journey – William Grill The Way Past Winter – Kiran Milwood Hargrave The Wolf Wilder – Katherine Rundell The Titanic Detective Agency – Lindsay Littleton
Non-fiction Texts:	Non-fiction texts about The Stuarts, Tudors, Henry VII and his wives. Tudors and Stuarts (Usborne History of Britain) – Fiona Patchett Henry VIII – Jane Bingham Elizabeth I – Moira Butterfield Tudors and Stuarts in Britain – Moira Butterfield	Non-fiction Texts:	Non-fiction texts about extreme weather, The Titanic, the Northern Lights and animals of The Arctic and Antarctic Weather and Climate (Planet Earth) – Jim Pipe Arctic and Antarctic – DK Eyewitness Titanic – DK Eyewitness Polar Regions (Planet Earth) – Steve Parker
Visual Literacy:		Visual Literacy:	David Attenborough – Frozen Planet https://www.bbc.co.uk/iplayer/episodes/b00mfl7n/frozen-planet The Snowman – Raymond Briggs: https://www.youtube.com/watch?v=5A3THighARU Alma - https://www.youtube.com/watch?v=gV7CBMM9tng The Snow Bird - https://www.youtube.com/watch?v=vtXLSWJny_1 Excitable Edgar - https://www.youtube.com/watch?v=r9D-uvKih_k Brother Bear Nightwolf: https://www.onceuponapicture.co.uk/portfolio_page/nightwolf/ 
Poetry	Henry VIII Poetry - https://www.poetryfoundation.org/poets/henry-viii Henry VIII – Green Groweth the Holly Divorced, Beheaded, Died.	Poetry:	Spellbound – Emily Bronte The Bells – Edgar Allen Poe The Iceberg That Sank the Titanic:

Term: Spring 1	Project title: Revolution	Term: Spring 2/ Summer 1	Project title: A Child's War
Fiction Texts:	Street Child – Berlie Doherty Mill Girl: A Victorian Girl's Diary 1842 – 1843 – Sue Reid A Christmas Carol – Charles Dickens	Fiction Texts:	Letters from The Lighthouse – Emma Carroll Goodnight Mr Tom – Michelle Magorian War Horse – Michael Morpurgo I am David – Anne Holm The Boy in the Striped Pyjamas – John Boyne
Non-fiction Texts:	Non-fiction texts about The Victorians, Queen Victoria or the Industrial Revolution Who Was Queen Victoria? – Jim Gigliotti Vile Victorians – Terry Deary Victorians – DK Eyewitness Victorians – Jane Bingham	Non-fiction Texts:	Non-fiction texts about World War II Blitz (My Story) – Vince Cross World War II – DK Eyewitness World War 2 (Explore!) – Jane Bingham
Visual Literacy:	Oliver Twist (Workhouse Scene) - https://www.youtube.com/watch?v=6jOIKFckapU Queen Victoria - https://www.youtube.com/watch?v=XqPlj2_w_6M	Visual Literacy:	Attraction: Shadow Performance - https://www.youtube.com/watch?v=a4Fv98jttYA War Horse: https://www.onceuponapicture.co.uk/portfolio_page/war-horse/ 
Poetry	The Pit Boy  <p>THE PIT BOY. The sun is sinking fast, mother, Behind the western hills; The bell is tolling loud, mother, The breeze of evening chills. It calls me to the pit, mother, My nightly toil to share; One kiss before we part, mother, For danger lingers there.</p>	Poetry:	In Flanders Fields – John McCrae The Soldier – Rupert Brooke

Term: Summer 2	Project title: Scream Machine
Fiction Texts:	<p>The Boy Who Swam with Piranhas – David Almond High Rise Mystery – Sharna Jackson</p>
Non-fiction Texts:	<p>Non-fiction texts about Physics How Things Work Encyclopaedia – DK Fairgrounds (Explore!) – Jane Bingham Making Machines With Pulleys – Chris Oxlade Inventions: A History of Inventions that Changed the World – Adam Hart-Davis</p>
Visual Literacy:	<p>Coin Operated: https://www.youtube.com/watch?v=5L4DQfVlcdg</p> 
Poetry	Project title: Scream Machine