



Abbey Hey Primary Academy

The best in everyone™

Part of United Learning



Abbey Hey Primary School

Reading Long Term Plan

Writing Overview: EYFS



	Nursery 2	Nursery 3-4		Reception
		Cycle 1	Cycle 2	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives



Book Talk for Nursery

TALK LIKE A ... READER

1



VOCABULARY

This word tells me ...

The word ... tells me ...

This sentence tells me ...

The word ... makes me feel ...

The writer makes me feel ... by using words like ...



RETRIEVAL

I know the answer is ... because ...

The title tells me ...

I can see on the front cover that ...

The text says ...

In this picture I can see ...

Three things I know about ... are: ...



SEQUENCING

At the beginning ...

First ...

In the middle ...

Next ...

At the end ...

Then ...

After that ...

Finally ...



INFERENCE

I think ... because ...

It says ... so I think ...

I think the character is feeling ... because ...

I think is feeling ... because ...

I think is thinking because



PREDICTION

I think that ... because ...

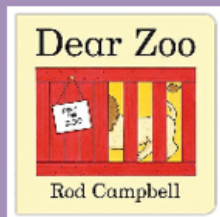
I think the next thing to happen is

I think this because ...

I predict ... because ...

Nursery Autumn Term 1 (Linked to UL Writing Curriculum)

Week 1

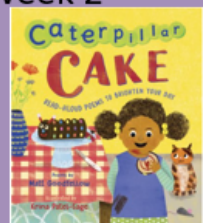


Dear Zoo by Rod Campbell (Fiction)

Key Los

We are learning that print has meaning.
(Use Dear Zoo story sack to re-tell the story)

Week 2

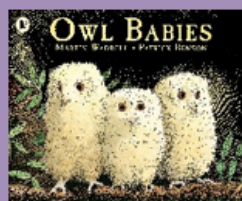


Caterpillar Cake by Matt Goodfellow (Poetry)

Key Los

We are learning to spot and suggest rhymes.

Week 3



Owl Babies by Martin Waddell (Fiction)

Key Los

We are learning that print has meaning.
(Use puppets to re-tell the story)

Nursery Autumn Term 2 (Linked to UL Writing Curriculum)

Week 1



Marvelous Me by Lisa Bullard (Fiction)

Key Los

We are learning that print has meaning.

Week 2



I Am A Tiger by Karl Newson (Fiction)

Key Los

We are learning that English text is read from left to right and from top to bottom.

Week 3



The Gruffalo by Julia Donaldson (Fiction)

Key Los

We are learning that print has meaning.
Engage in extended conversations about stories, learning new vocabulary.

<p>Week 4</p> 	<p>What Can You See in Autumn? By Sian Smith (Non-Fiction)</p> <p>Key Los We are learning that English text is read from left to right and from top to bottom. (Link with Autumn walk around school)</p>	<p>Week 4</p> 	<p>We Catch the Bus by Katie Abey (Fiction)</p> <p>Key LOs We are learning that English text is read from left to right and from top to bottom.</p>
<p>Week 5</p> 	<p>10 Cats by Emily Gravett (Fiction) (Number Link)</p> <p>Key Los We are learning that print has meaning. (Add book to Maths area)</p>	<p>Week 5</p> 	<p>Heads, Shoulders, Knees and Toes by Imagine That (Poetry)</p> <p>Key LOs We are learning to spot and suggest rhymes.</p>
<p>Week 6</p> 	<p>The Last Chip: The Story of a Very Hungry Pigeon by Duncan Beedie (Fiction)</p> <p>Key LOs We are learning that English text is read from left to right and from top to bottom.</p>	<p>Week 6</p> 	<p>Let's Make Friends by Leah Osakwe (Non-Fiction)</p> <p>Key LOs We are learning the names of the different parts of the book.</p>

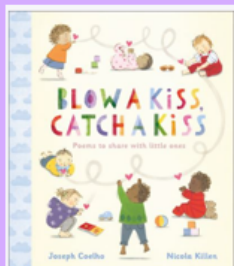
Additional Texts for Autumn



Development Matters Literacy - Reading Nursery (3-4 Year Olds) Learning Objectives Autumn												
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Print has meaning	X	X	X	X	X	X	X	X	X	X	X	X
Print can have different purposes												
We read English text from left to right and from top to bottom.				X	X	X	X	X	X	X	X	X
The names of the different parts of the book												X
Page sequencing	X	X	X	X	X	X	X	X	X	X	X	X
Develop their phonological awareness, so that they can spot and suggest rhymes			X								X	
Develop their phonological awareness, so that they can count or clap syllables in a word												
Recognise words with the same initial sound, such as money and mother.												
Engage in extended conversations about stories, learning new vocabulary.									X			

Nursery Spring Term 1 (Linked to UL Writing Curriculum)

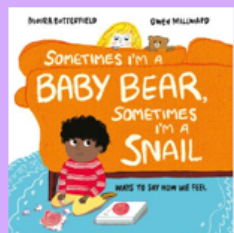
Week 1



Blow a Kiss, Catch a Kiss: Poems to Share with Little Ones by Joseph Coelho and Nicola Killen (Poetry)

Key LOs
We are learning to spot and suggest rhymes.

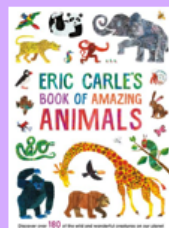
Week 2



Sometimes I'm a Baby Bear, Sometimes I'm a Snail by Moira Butterfield and Gwen Millward (Fiction)

Key LOs
We are learning that print has meaning.

Week 3



Eric Carle's Book of Amazing Animals by Eric Carle (Non-Fiction)

Key LOs
We are learning the names of the different parts of the book.

Nursery Spring Term 2 (Linked to UL Writing Curriculum)

Week 1



Hello Spring by Jo Lindley (Non-Fiction)

Key LOs
We are learning that English text is read from left to right and from top to bottom.

Week 2



If You're Happy and You Know It! By Laurei Stansfield (Poetry)



Key LOs
We are learning to spot and suggest rhymes.

Week 3



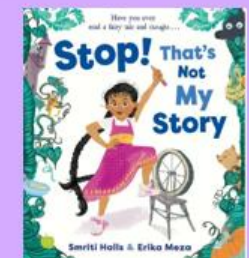
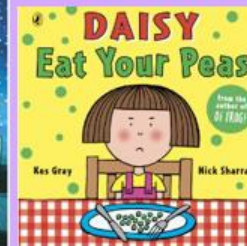
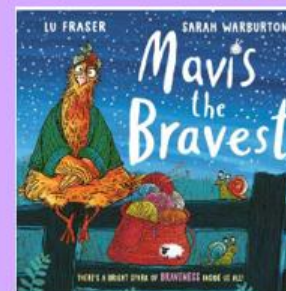
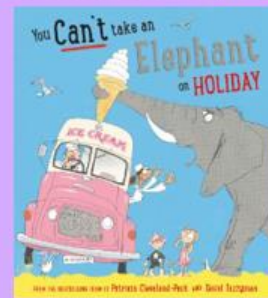
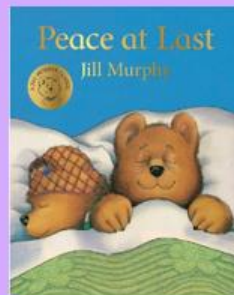
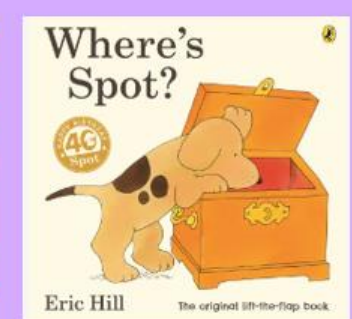
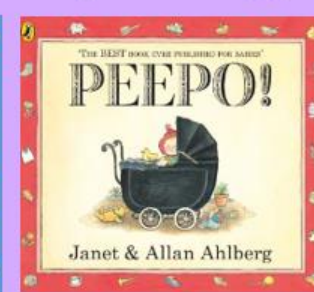
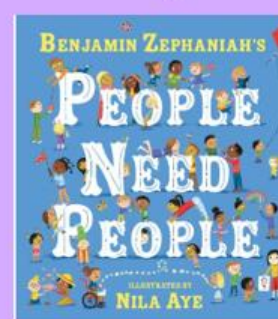
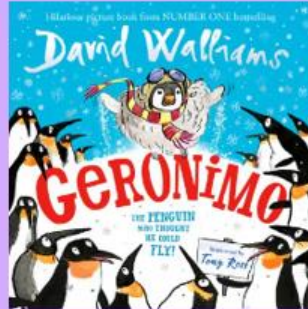
My Monster and Me by Nadiya Hussain and Ella Bailey (Fiction)

Key LOs
We are learning the names of the different parts of the book.

<p>Week 4</p> 	<p>Action Rhymes by Joel Selby (Poetry)</p> <p>Key LOs We are learning to spot and suggest rhymes.</p>	<p>Week 4</p> 	<p>What To Look For in Spring: A Ladybird Book by Elizabeth Jenner (Non-Fiction)</p> <p>Key LOs We are learning that English text is read from left to right and from top to bottom.</p>
<p>Week 5</p> 	<p>Ready Rabbit? By Fiona <u>Robertson</u>(Fiction)</p> <p>Key LOs We are learning the names of the different parts of the book.</p>	<p>Week 5</p> 	<p>My First Lift-The-Flap Nursery Rhymes by <u>Ingela P</u> Arrhenius (Poetry)</p> <p>Key LOs We are learning to spot and suggest rhymes.</p>
<p>Week 6</p> 	<p>When Ice Cream Had a Meltdown by Michelle Robinson and Tom Knight (Fiction)</p> <p>Key LOs We are learning that print has meaning.</p>	<p>Week 6</p> 	<p>The <u>Stompysaurus</u> by Rachel Bright and Chris Chatterton (Fiction)</p> <p>Key LOs We are learning that print has meaning. Engage in extended conversations about stories, learning new vocabulary.</p>

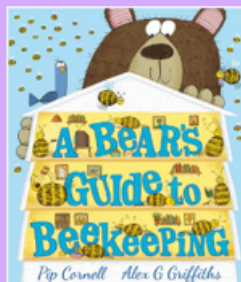
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Additional Texts for Spring



Nursery Summer Term 1 (Linked to UL Writing Curriculum)

Week 1

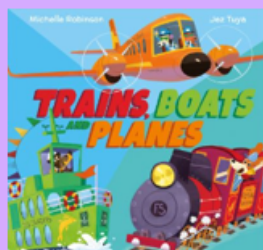


A Bear's Guide To Beekeeping by Pip Cornell
(Fiction)

Key LOs

We are learning to recognise words with the same initial sound, such as money and mother.

Week 2

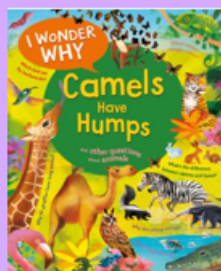


Trains, Boats and Planes by Michelle Robinson and Jez Tuya (Non-Fiction)

Key LOs

We are learning that print has meaning.
Engage in extended conversations about stories, learning new vocabulary.

Week 3



Camels Have Humps and Others Questions about Animals by Anita Ganeri (Non-Fiction)

Key LOs

We are learning to spot and suggest rhymes.

Nursery Summer Term 2 (Linked to UL Writing Curriculum)

Week 1



One Hungry Dragon by Alastair Chisholm
(Fiction)

Key LOs

We are learning the names of the different parts of the book.

Week 2

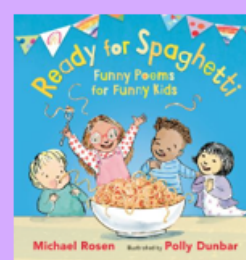


The Same But Different Too by Karl Newson and Kate Hindley (Fiction)

Key LOs

We are learning to recognise words with the same initial sound, such as money and mother.

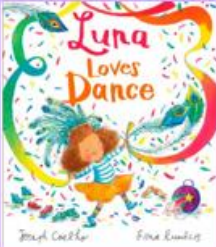

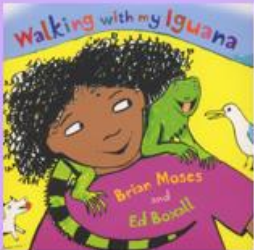



Week 3



Ready for Spaghetti: Funny Poems for Funny Kids by Michael Rosen (Poetry)

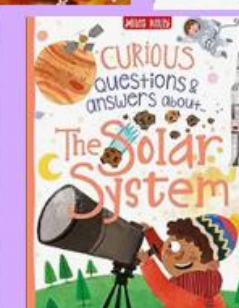
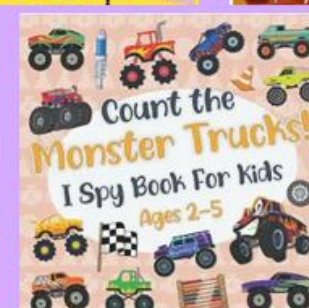
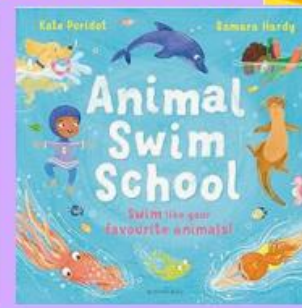
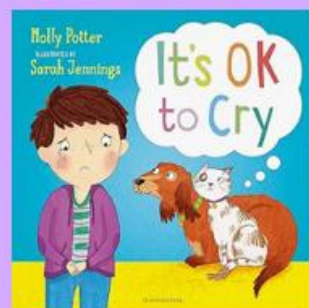
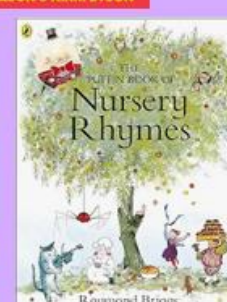
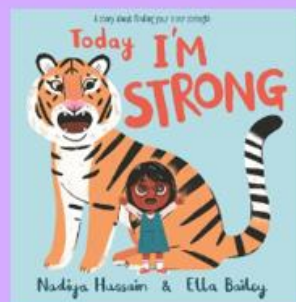
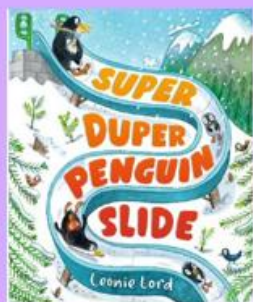
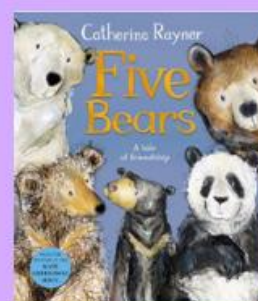
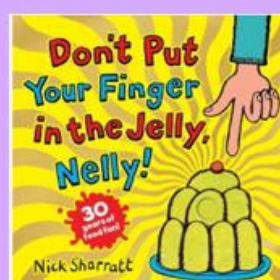
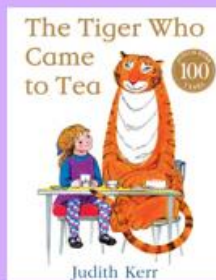
Key LOs

We are learning to spot and suggest rhymes.

<p>Week 4</p> 	<p>Luna Loves Dance by Joseph Coelho (Fiction)</p> <p>Key LOs We are learning that print has meaning. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Week 4</p> 	<p>Go, Go, Pirate Boat by Katrina Charman and Nick Sharrott (Fiction)</p> <p>Key LOs We are learning that print has meaning. Engage in extended conversations about stories, learning new vocabulary.</p>
<p>Week 5</p> 	<p>Walking With My Iguana by Brian Moses (Poetry)</p> <p>Key LOs We are learning to spot and suggest rhymes.</p>	<p>Week 5</p> 	<p>Do You Know Moons? By Adekunmi Olatunji (Non-Fiction)</p> <p>Key LOs We are learning to recognise words with the same initial sound, such as money and mother.</p>
<p>Week 6</p> 	<p>Watch Out! There's a Monster Coming! By Karl Newson (Fiction)</p> <p>Key LOs We are learning to recognise words with the same initial sound, such as money and mother.</p>	<p>Week 6</p> 	<p>When A Dragon Comes to Stay by Caryl Hart (Fiction)</p> <p>Key LOs We are learning the names of the different parts of the book.</p>

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Additional Texts for Summer



Writing Overview: EYFS



	Nursery 2	Nursery 3-4		Reception
		Cycle 1	Cycle 2	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives



Book Talk for Reception

TALK LIKE A ...

READER

1



VOCABULARY

This word tells me ... The word ... tells me ...
This sentence tells me ...
The word ... makes me feel ...
The writer makes me feel ... by
using words like ...



RETRIEVAL

I know the answer is ... because ...
The title tells me ... I can see on the front cover that ...
The text says ... In this picture I can see ...
Three things I know about ... are: ...



SEQUENCING

At the beginning ... First ...
In the middle ... Next ...
At the end ... Then ...
After that ...
Finally ...



INFERENCE

I think ... because ... It says ... so I think ...
I think the character is feeling ... because ...
I think is feeling ... because ...
I think is thinking because



PREDICTION

I think that ... because ...
I think the next thing to happen is
I think this because ...
I predict ... because ...

Reception Autumn Term 1 (Linked to UL Writing Curriculum)

Week 1

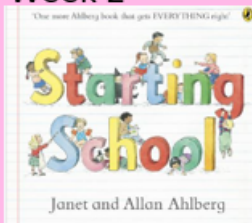


We're Going on a Bear Hunt by Michael Rosen (Fiction)

Key LOs

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Week 2



Starting School by Allan Ahlberg and Janet Ahlberg (Fiction)

Key LOs

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Week 3



Jack and the Beanstalk by Mara Alperin (Fiction)

Key LOs

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reception Autumn Term 2 (Linked to UL Writing Curriculum)

Week 1

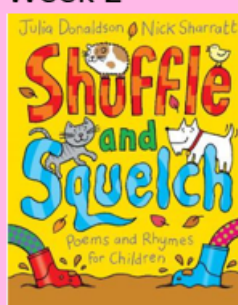


My Food! By Becky Myles and Liza Lewis (Non-Fiction)

Key LOs

We are learning to read a few common exception words matched to the school's phonic program.

Week 2



Shuffle and Squelch by Julia Donaldson and Nick Sharratt (Poetry)

Key LOs

We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

Week 3

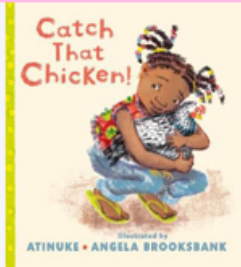


Let's Celebrate: Festival Poems from Around the World (Non-Fiction)

Key LOs

Through book talk engage in extended conversations about stories, learning new vocabulary.

Week 4



Catch That Chicken! By Atinuke and Angela Brooksbank (Fiction)

Key LOs

We are learning to read a few common exception words matched to the school's phonic program.

Week 4

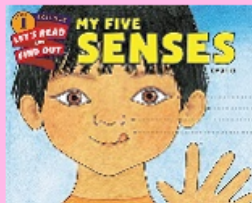


The Knight with the Blazing Bottom by Beach (Fiction)

Key LOs

We are learning to read a few common exception words matched to the school's phonic program.

Week 5



My Five Sense by Aliko (Non-Fiction)

Key LOs

We are learning to read some letter groups that each represent one sound and say sounds for them. We will identify these sounds in know stories.

Week 5



Bob and Bunk by Rose Blake and Maisie Paradise (Fiction)

Key LOs

We are learning to read some letter groups that each represent one sound and say sounds for them. We will identify these sounds in know stories.

Week 6

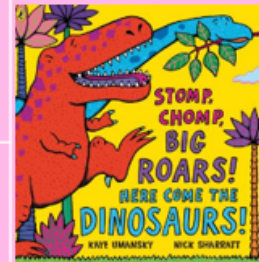


Octopus Shocktopus! By Peter Bently (Poetry)

Key LOs

We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

Week 6



Stomp, Chomp, Big Roars! Here Come The Dinosaurs! By Kaye Umansky and Nick Sharratt (Poetry)

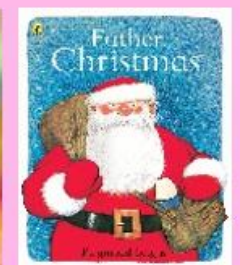
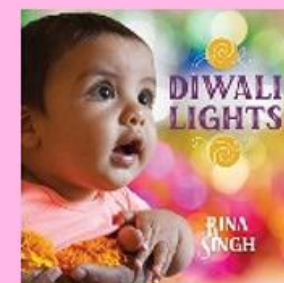
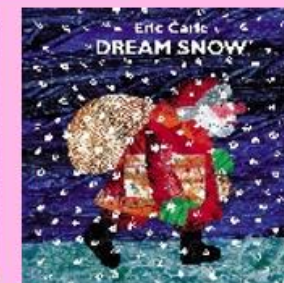
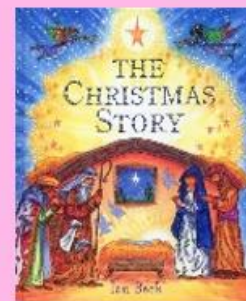
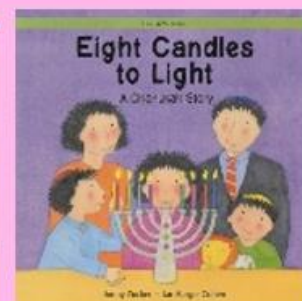
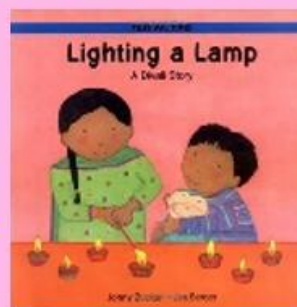
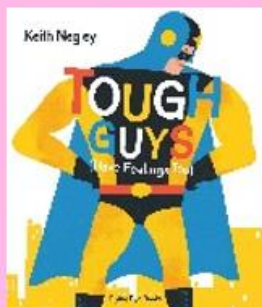
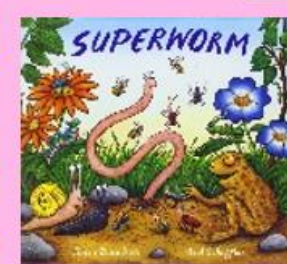
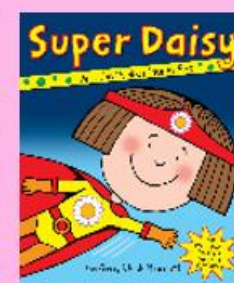
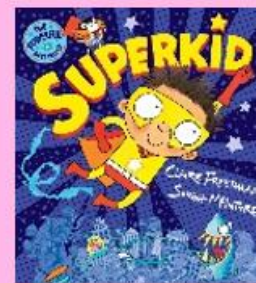
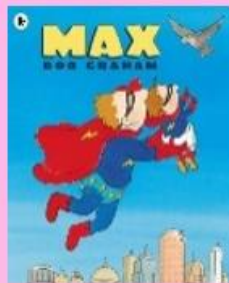
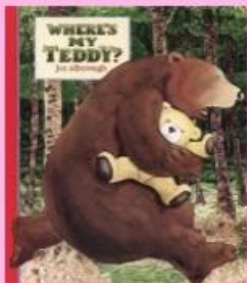
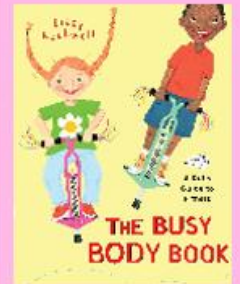
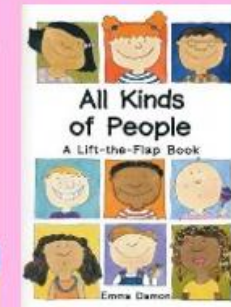
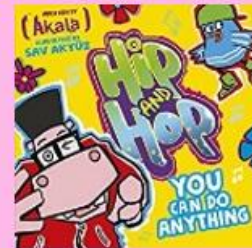
Key LOs

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Notice rhymes in poetry style books.

Development Matters Literacy - Reading Reception Learning Objectives Autumn

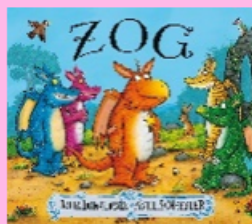
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Read individual letters by saying the sounds for them.	X	X	X	X	X	X	X	X	X	X	X	X
Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.												
Read some letter groups that each represent one sound and say sounds for them.					X					X		
Read a few common exception words matched to the school's phonic programme.				X			X		X			
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.												
Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	X	X	X	X	X	X	X	X	X	X	X	X
Engage in extended conversations about stories, learning new vocabulary.						X		X			X	
Notice rhymes in poetry style books.						X		X			X	

Additional Texts for Autumn



Reception Spring Term 1
(Linked to UL Writing Curriculum)

Week 1

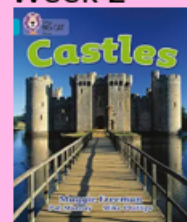


Zog by Julia Donaldson (Fiction)

Key LOs

We are learning to read some letter groups that each represent one sound and say sounds for them. We will identify these sounds in know stories.

Week 2



Castles by Maggie Freeman (Non-Fiction)

Key LOs

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Week 3



Poems Out Loud!: First Poems to Read and Perform by Laurie Stansfield (Poetry)

Key LOs

We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

Reception Spring Term 2
(Linked to UL Writing Curriculum)

Week 1



A Treasury of Nursery Rhymes and Poems by Frann Preston-Gannon (Poetry)

Key LOs

We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

Week 2

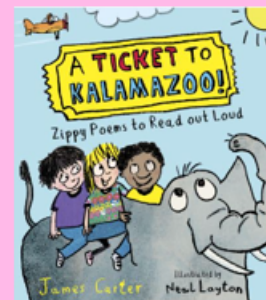


Spyder by Matt Carr (Fiction)

Key LOs

Through book talk engage in extended conversations about stories, learning new vocabulary.


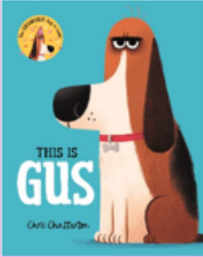

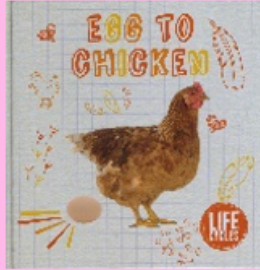


Week 3



A Ticket to Kalamazoo!: Zippy Poems to Read Out Loud (Poetry)

Key LOs

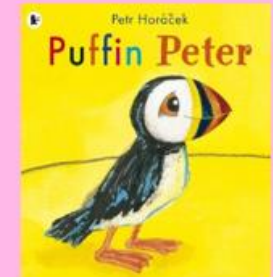
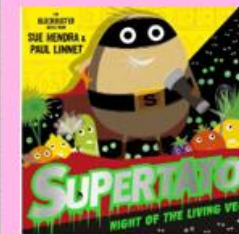
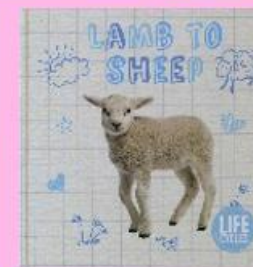
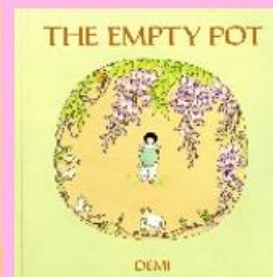
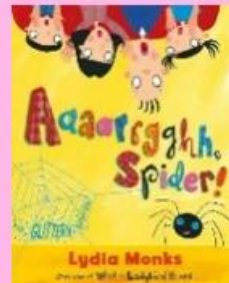
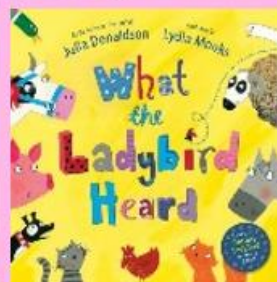
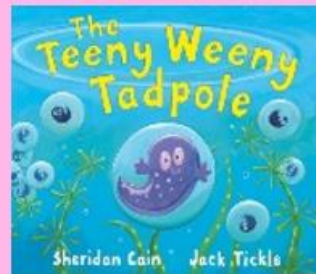
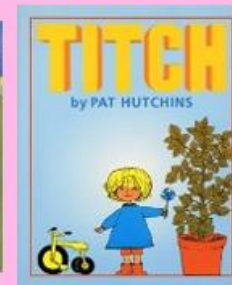
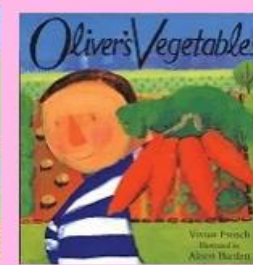
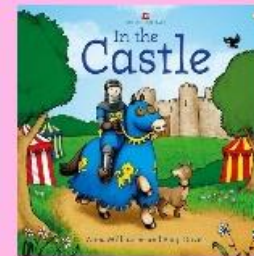
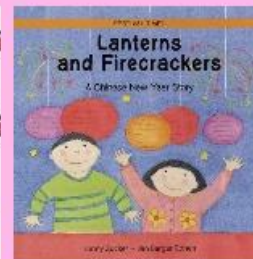
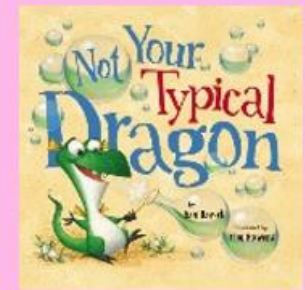
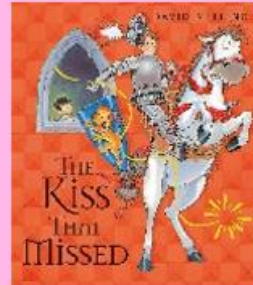
We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

<p>Week 4</p> 	<p>Growing Frogs by Vivian French (Non-Fiction)</p> <p>Key LOs</p> <p>We are learning to read some letter groups that each represent one sound and say sounds for them. We will identify these sounds in know stories.</p>	<p>Week 4</p> 	<p>This is Gus by Chris Chatterton (Fiction)</p> <p>Key LOs</p> <p>Through book talk engage in extended conversations about stories, learning new vocabulary.</p>
<p>Week 5</p> 	<p>The Suitcase by Chris Naylor-Ballesteros (Fiction)</p> <p>Key LOs</p> <p>Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Week 5</p> 	<p>Egg to Chicken by Rachel Tonkin (Non-Fiction)</p> <p>Key LOs</p> <p>We are learning to read some letter groups that each represent one sound and say sounds for them. We will identify these sounds in know stories.</p>
<p>Week 6</p> 	<p>Big Green Crocodile: Rhymes by Jane Newberry (Poetry)</p> <p>Key LOs</p> <p>We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.</p>	<p>Week 6</p> 	<p>Bears Love Square by Caryl Hard (Fiction)</p> <p>Key LOs</p> <p>Through book talk engage in extended conversations about stories, learning new vocabulary.</p>

Development Matters Literacy - Reading Reception Learning Objectives Spring

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Read individual letters by saying the sounds for them.	X	X	X	X	X	X	X	X	X	X	X	X
Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.		X		X		X		X	X	X		
Read some letter groups that each represent one sound and say sounds for them.	X			X							X	
Read a few common exception words matched to the school's phonic programme.		X	X	X		X	X		X		X	
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	X	X	X	X	X	X	X	X	X	X	X	X
Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		X			X			X		X		X
Engage in extended conversations about stories, learning new vocabulary.			X			X	X		X			
Notice rhymes in poetry style books.			X			X	X		X			

Additional Texts for Spring



Reception Summer Term 1 (Linked to UL Writing Curriculum)

Week 1



Blue Badger and The Big Breakfast by Huw Lewis Jones (Fiction)

Key LOs

We are learning to read a few common exception words matched to the school's phonic program.

Week 2

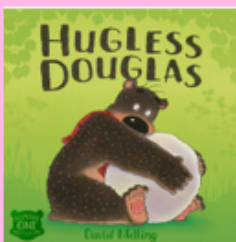


How To Spot A Dinosaur by Suzy Senior (Poetry)

Key LOs

We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.

Week 3



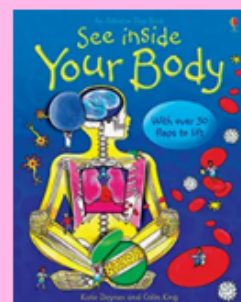
Hugless Douglas by David Melling (Fiction)

Key LOs

We are learning to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Reception Summer Term 2 (Linked to UL Writing Curriculum)

Week 1



See Inside Your Body by Katie Daynes (Non-Fiction)

Key LOs

We are learning to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Week 2



How To Be On The Moon by Viviane Schwarz (Fiction)

Key LOs

We are learning to blend sounds into words, so that they can read short words made up of known letter – sound correspondences.

Week 3



First Facts Bugs by DK (Non-Fiction)

Key LOs

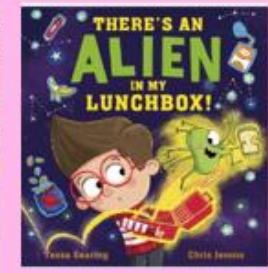
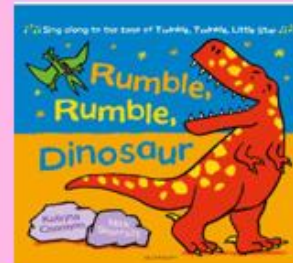
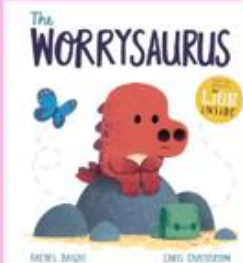
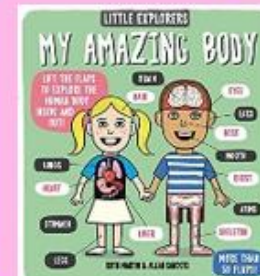
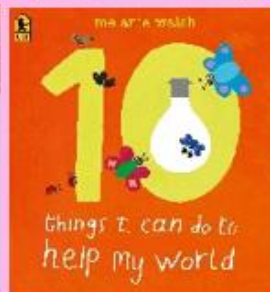
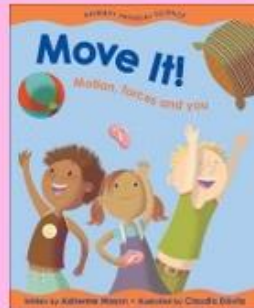
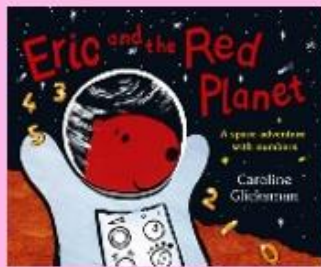
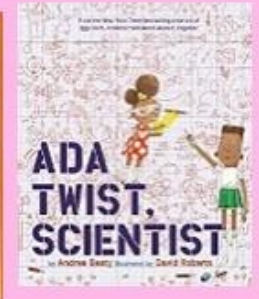
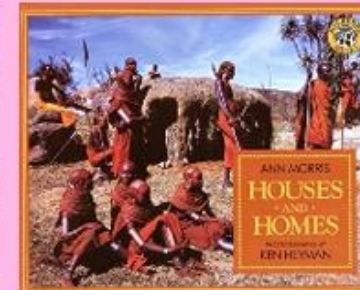
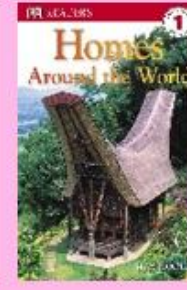
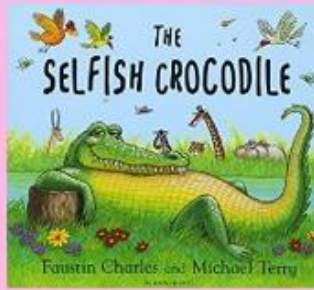
We are learning to read a few common exception words matched to the school's phonic program.

<p>Week 4</p> 	<p>When Cucumber Lost His Cool by Michelle Robinson (Fiction)</p> <p>Key LOs We are learning to read a few common exception words matched to the school's phonic program.</p>	<p>Week 4</p> 	<p>Iguanas Love Bananas by Jennie <u>Cladingbee</u> and Chris <u>Cladingbee</u> (Poetry)</p> <p>Key LOs We are learning to engage in extended conversations about stories, learning new vocabulary. Notice rhymes in poetry style books.</p>
<p>Week 5</p> 	<p>Curious Questions and Answers about Plants by Miles Kelly Publishing Ltd (Non-Fiction)</p> <p>Key LOs We are learning to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Week 5</p> 	<p>Lifesize Deadly Animals by Sophy Henn (Non-Fiction)</p> <p>Key LOs Through book talk engage in extended conversations about stories, learning new vocabulary.</p>
<p>Week 6</p> 	<p>The Problem with Problems by Rachel Rooney (Fiction)</p> <p>Key LOs We are learning to blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p>	<p>Week 6</p> 	<p>My First Book of Minibeasts by Zoe Ingram (Non-Fiction)</p> <p>Key LOs Through book talk engage in extended conversations about stories, learning new vocabulary.</p>

Development Matters Literacy - Reading Reception Learning Objectives Summer

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Read individual letters by saying the sounds for them.	X	X	X	X	X	X	X	X	X	X	X	X
Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.						X		X			X	X
Read some letter groups that each represent one sound and say sounds for them.	X	X	X	X	X	X	X	X	X	X	X	X
Read a few common exception words matched to the school's phonic programme.	X			X				X			X	X
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.			X		X		X			X	X	X
Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	X	X	X	X	X	X	X	X	X	X	X	X
Engage in extended conversations about stories, learning new vocabulary.		X							X			
Notice rhymes in poetry style books.		X							X			

Additional Texts for Summer



Writing Overview: Year 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems to Perform - Julia Donaldson	Retelling Narrative: The Lonely Beast – Chris Judge		Developing Description: Lost in the Toy Museum – David Lucas			Developing Sentence Structure: Little Red / Rapunzel- Bethan Woolvin	Character and Plot: Beegu – Alexis Deacon		Writing about Real Life: The Big Book of the UK – Imogen Russell Williams	
Spring	Developing Narrative Structure: Stanley's Stick – John Hegley		Writing to Inform: Look Up! – Nathan Byron		Developing Punctuation: Traction Man is Here – Mini Grey Poetry Link Daydreams and Jellybeans - Alex Wharton & Katy Riddell		Fairy Tales: Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt Billy and the Beast - Nadia Shireen			Persuasion: Here We Are – Oliver Jeffers	
Summer	Creating Descriptions: Journey - Aaron Becker Poetry Link Out & About: The First Book of Poems - Shirley Hughes		Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy		Fact Files: Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty		Writing Letters: Where the Wild Things Are – Maurice Sendak		Instructions: The Cook & The King – Julia Donaldson	Writing about Real Events All About Year 1! Meesha Makes Friends – Tom Percival	



Book Talk for Year 1

TALK LIKE A ...

READER

1



VOCABULARY

This word tells me ...

The word ... tells me ...

This sentence tells me ...

The word ... makes me feel ...

The writer makes me feel ... by
using words like ...



RETRIEVAL

I know the answer is ... because ...

The title tells me ...

I can see on the front cover that ...

The text says ...

In this picture I can see ...

Three things I know about ... are: ...



SEQUENCING

At the beginning ...

In the middle ...

At the end ...

First ...

Next ...

Then ...

After that ...

Finally ...



INFERENCE

I think ... because ...

It says ... so I think ...

I think the character is feeling ... because ...

I think is feeling ... because ...

I think is thinking because



PREDICTION

I think that ... because ...

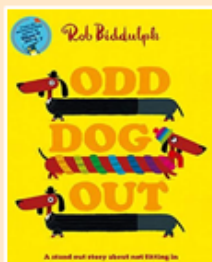
I think the next thing to happen is

I think this because ...

I predict ... because ...

Year 1 Autumn Term 1
(Linked to UL Writing Curriculum)

Week 1



Odd Dog Out by Rob Biddulph (Poetry)
(developing vocabulary & sentences)

Key LOs

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Week 2

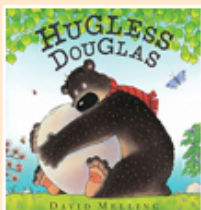


The Gingerbread Man by Estelle Corke (Fiction) (writing short narratives)

Key LOs

- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Week 3



Hugless Douglass by David Melling (Fiction) (writing narratives)

Key LOs

- Discussing word meanings, linking new meanings to those already known

Year 1 Autumn Term 2
(Linked to UL Writing Curriculum)

Week 1



The Skies Above my Eyes by Charlotte Guillain (Non-Fiction Text) (writing about real life)

Key LOs

- Discuss the significance of the title and events

Week 2

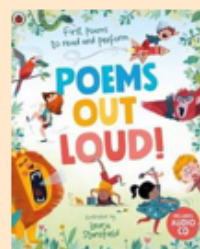


Oi Frog! By Kes Gray and Jim Field (Poetry Text) (creating a scene)

Key LOs

- Make inferences on the basis of what is being said and done

Week 3

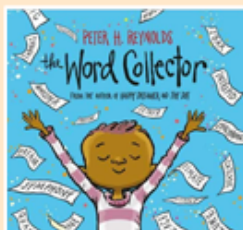


Poems Out Loud! by Ladybird (Poetry Text) (creating a scene)

Key LOs

- Learning to appreciate rhymes and poems, and to recite some by heart

Week 4



The Word Collector by Peter H. Reynolds
(Fiction Text) (developing description)

Key LOs

- Draw on what they already know or on background information and vocabulary provided by the teacher

Week 5

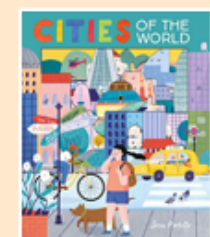


Lost and Found by Oliver Jeffers (Fiction)
(developing narrative structure)

Key LOs

- Recognise and join in with predictable phrases

Week 6



Cities of the World by Becky Davies (Non-Fiction Text) (writing about real life)

Key LOs

- Begin to link what they read or hear read to their own experiences

Week 4



Hansel and Gretel by Bethan Woolvin.
(Fiction Text) (inventing narratives – mixed up fairy tales)

Key LOs

- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Week 5



The Great Fairytale Disaster by David Conway and Melanie Williamson
(Fiction Text) (inventing narratives – mixed up fairy tales)

Key LOs

- Check that the text makes sense to them as they read and correcting inaccurate reading

Week 6

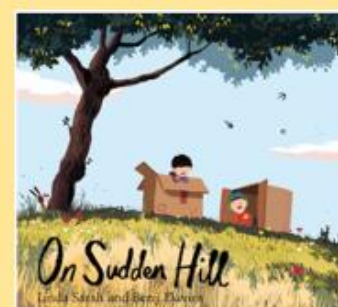
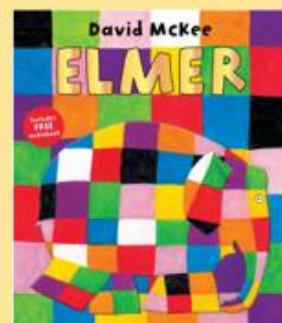
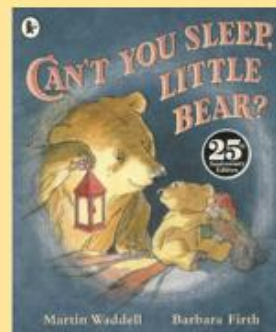
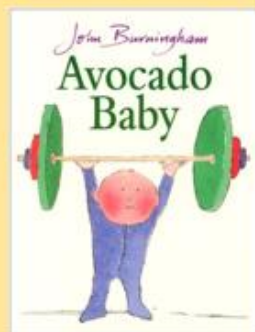
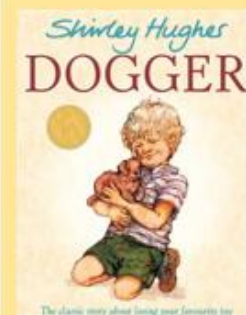
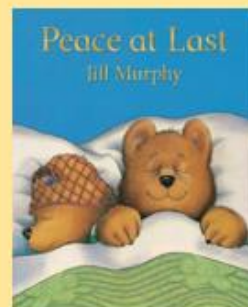
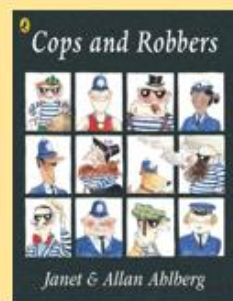
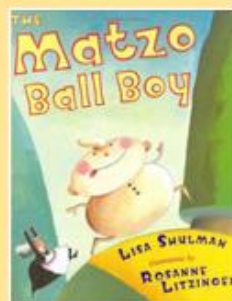
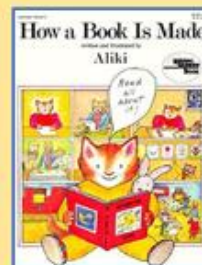


Dear Fairy Godmother by Michael Rosen and Nick Sharratt (Fiction Text) (developing punctuation)

Key LOs

- Explain clearly their understanding of what is read to them

Additional Texts for Autumn



NNC Year 1 Reading Comprehension Through Book Talk Objectives Autumn

[illegible]

Year 1 Spring Term 1
(Linked to UL Writing Curriculum)

Week 1



The Runaway Tortilla by Eric A. Kimmel
(Fiction) (Gap filling/Pira Analysis)

Key Los

- Draw on what they already know or on background information and vocabulary provided by the teacher

Week 2

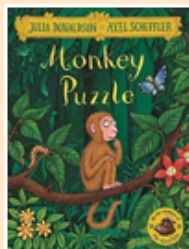


Stop That Pickle!
(Fiction) (Gap filling/Pira Analysis)

Key Los

- Make inferences on the basis of what is being said and done

Week 3



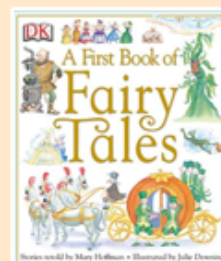
Monday Puzzle by Julia Donaldson (Fiction)
(Gap filling/Pira Analysis)

Key Los

- Participate in discussion about what is read to them, taking turns and listening to what others say

Year 1 Spring Term 2
(Linked to UL Writing Curriculum)

Week 1



A First Book of Fairy Tales (Fiction)

Key LOs

- Begin to link what they read or hear read to their own experiences

Week 2



The Elephant and the Bad Baby by Elfrida Vipont (Fiction)

Key LOs

- Draw on what they already know or on background information and vocabulary provided by the teacher

Week 3



Here's a Little Poem by Jane Yolen and Andrew Fusek Peters (Poetry Text)

Key LOs

- Learning to appreciate rhymes and poems, and to recite some by heart

Week 4

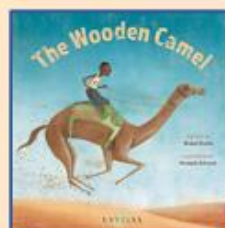


The Way Back Home by Oliver Jeffers
(Fiction Text) (developing punctuation)

Key LOs

- Check that the text makes sense to them as they read and correcting inaccurate reading

Week 4

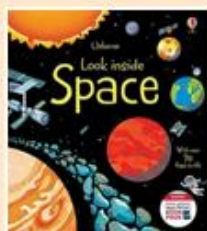


The Wooden Camel by Wanuri Kahiu (Fiction)

Key LOs

- Predict what might happen on the basis of what has been read so far

Week 5



Look Inside Space by Usborne Books Non-Fiction Text (developing punctuation & vocabulary)

Key LOs

- Discussing word meanings, linking new meanings to those already known

Week 5

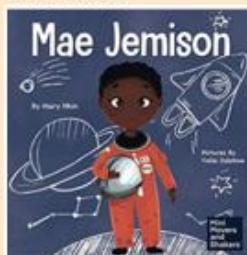


What We'll Build by Oliver Jeffers (Non-Fiction Text) (persuasion)

Key LOs

- Discuss the significance of the title and events

Week 6



Mae Jemison by Mary Nhin (Non-Fiction Text) (developing punctuation & vocabulary)

Key LOs

- Draw on what they already know or on background information and vocabulary provided by the teacher

Week 6

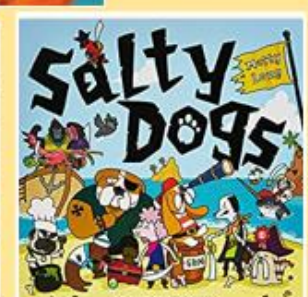
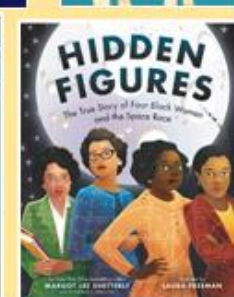
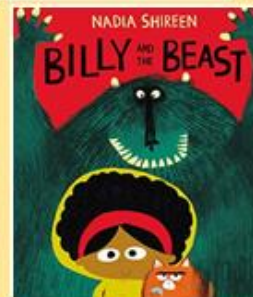
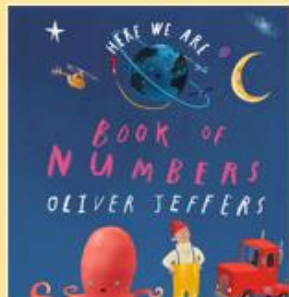
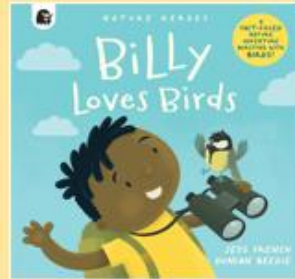
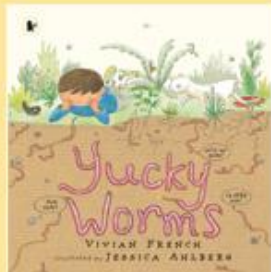
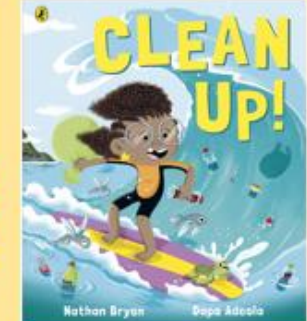
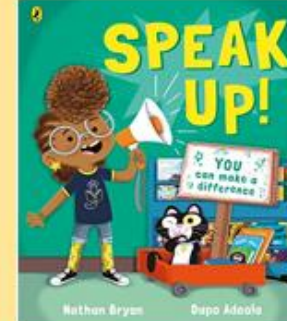
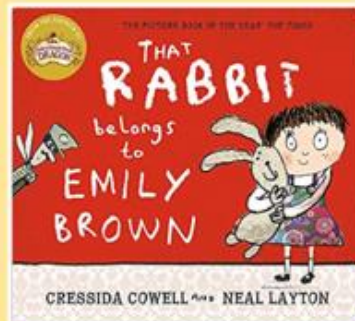


Little Kids First Big Book of Space by National Geography for Kids (Non-Fiction Text) (persuasion)

Key LOs

- Explain clearly their understanding of what is read to them

Additional Texts for Spring



NNC Year 1 Reading Comprehension Through Book Talk Objectives SPRING

[illegible]

Year 1 Summer Term 1
(Linked to UL Writing Curriculum)

Week 1



Quest by Aaron Becker (Fiction) (Creating Descriptions)

Key LOs

- Draw on what they already know or on background information and vocabulary provided by the teacher.

Week 2

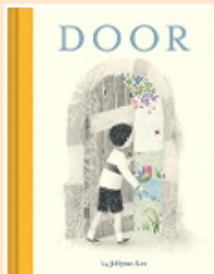


Return by Aaron Becker (Fiction) (Creating Descriptions)

Key LOs

- Begin to link what they read or hear read to their own experiences.

Week 3



Door by JiHyeon Lee (Fiction)(Recounts)

Key LOs

- Discussing word meanings, linking new meanings to those already known.

Year 1 Summer Term 2
(Linked to UL Writing Curriculum)

Week 1

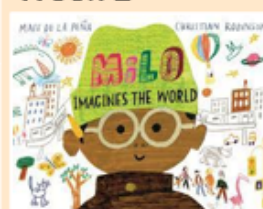


The Magic Paintbrush by Julia Donaldson (Fiction Text) (Writing Letters)

Key LOs

- Draw on what they already know or on background information and vocabulary provided by the teacher

Week 2



Milo Imagines the World by Matt De La Pena

Key Los

- Discussing word meanings, linking new meanings to those already known.

Week 3



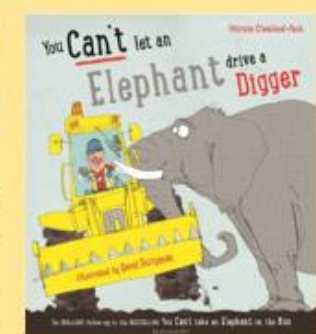
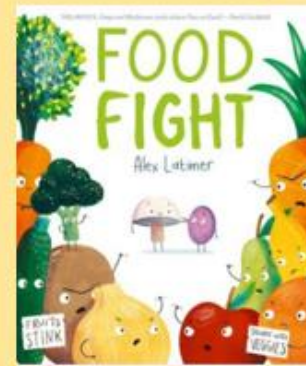
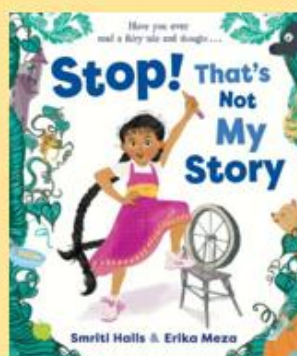
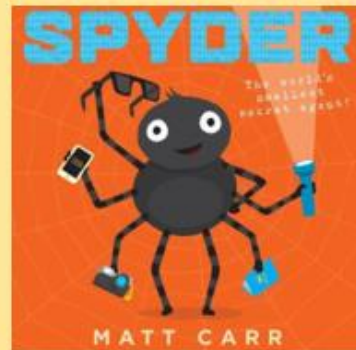
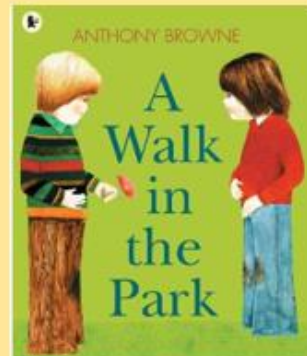
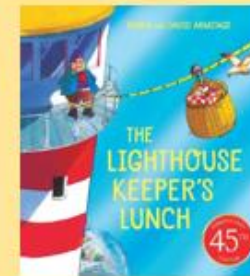
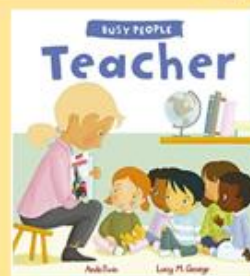
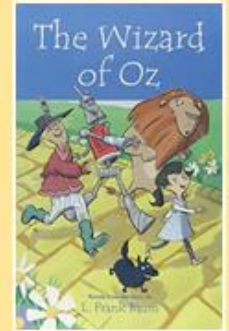
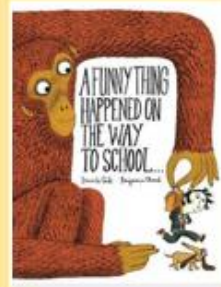
How to Wash a Woolly Mammoth by Michelle Robinson (Fiction) (Instructions)

Key LOs

- Listening to and discussing a wide range of poems, stories and non-fiction books at a level beyond that at which they can read independently

<p>Week 4</p> 	<p>The Journey by Francesca <u>Sanna</u> (Fiction) (Recounts)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Begin to link what they read or hear read to their own experiences 	<p>Week 4</p> 	<p>How to Read a Story by Kate Messner (Fiction)(Instructions)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Begin to link what they read or hear read to their own experiences
<p>Week 5</p> 	<p>Real Superheroes by Julia Seal (Non-Fiction Text) (Fact Files)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<p>Week 5</p> 	<p>The Colour Monster by Anna <u>Llenas</u> (Writing about Real Life)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher
<p>Week 6</p> 	<p>Busy People Builder by Ando Twin and Lucy <u>M.George</u> (Non-Fiction Text) (Fact Files)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Begin to link what they read or hear read to their own experiences 	<p>Week 6</p> 	<p>Ruby's Worry (Non-Fiction Text) (Writing about Real Life)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say

Additional Texts for Summer



Writing Overview: Year 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Thinker: My Puppy Poet and Me - Eloise Greenfield	Instructions: The Disgusting Sandwich - Gareth Edwards	Creating Narrative: Lubna and Pebble - Wendy Meddour			Personal Narratives: The Proudest Blue - Ibtihaj Muhammad		Developing Punctuation: Don't Let the Pigeon Drive the Bus! - Mo Willems	Writing Letters: Paddington's Post - Michael Bond		
Spring	Persuasion: The King Who Banned the Dark - Emily Haworth Booth			Writing to Entertain: The Dragon Machine - Helen Ward Poetry Link Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters	Writing about Real Life: What Do Grown Ups Do All Day? - Virginie Morgand	Writing Instructions: How to Babysit a Grandma - Jean Reagan	Fact Files: Monstrous Book of Monsters - Johnny Duddle & Aleksei Bitskoff		Inventing Narratives: The Night Gardener - The Fan Brothers		
Summer	Developing Description: The Tunnel - Anthony Browne Poetry Link An Emotional Menagerie - The School of Life	Recounts: Augustus & His Smile - Catherine Rayner		Developing Vocabulary: Never Smile at a Monkey - Steve Jenkins		Developing Persuasive Language: The Promise - Nicola Davies Wangari's Trees of Peace - Jeanette Winter	Writing to Inform: Africa, Amazing Africa - Atinuke		Narrative: The Midnight Fair - Gideon Sterer		



Book Talk for Year 2

TALK LIKE A ...

READER



VOCABULARY

This word tells me ...

The word ... tells me ...

This sentence tells me ...

The word ... makes me feel ...

The writer makes me feel ... by
using words like ...



RETRIEVAL

I know the answer is ... because ...

The title tells me ...

I can see on the front cover that ...

The text says ...

In this picture I can see ...

Three things I know about ... are: ...



SEQUENCING

At the beginning ...

In the middle ...

At the end ...

First ...

Next ...

Then ...

After that ...

Finally ...



INFERENCE

I think ... because ...

It says ... so I think ...

I think the character is feeling ... because ...

I think is feeling ... because ...

I think is thinking because



PREDICTION

I think that ... because ...

I think the next thing to happen is

I think this because ...

I predict ... because ...

Year 2 Autumn Term 1 (Linked to UL Writing Curriculum)

Week 1



My First Book of Haiku Poems by Esperanza Ramirez-Christensen (Poetry)

Key LOs

Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear

Week 2



The Best Ever Baking Book by Jane Bull (Non-Fiction) (Instructions)

Key LOs

Being introduced to NF texts that are structured in different ways

Week 3



How to Grow Plants from Seeds by Sophie Collins (Non-Fiction)(Instructions)

Key LOs

Being introduced to NF texts that are structured in different ways

Year 2 Autumn Term 2 (Linked to UL Writing Curriculum)

Week 1



Coming to England by Baroness Floella Benjamin (Fiction) (Personal Narratives)

Key LOs

Discussing & clarifying the meanings of words, linking new meanings to known vocabulary

Week 2

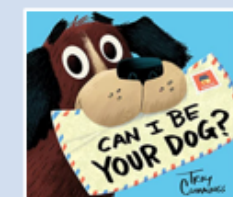


There Was an Old Lady Who Swallowed A Fly by Pam Adams (Fiction) (Traditional Tales) (Personal Narratives)

Key LOs

Becoming increasingly familiar with & retelling a wider range of stories, fairy, stories and traditional tales

Week 3



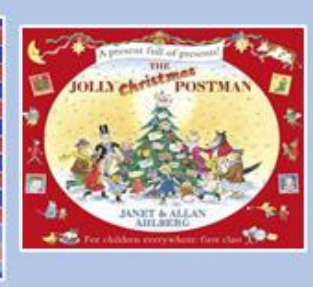
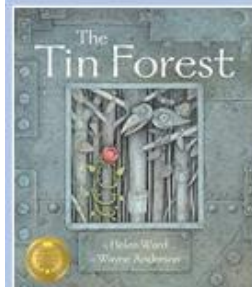
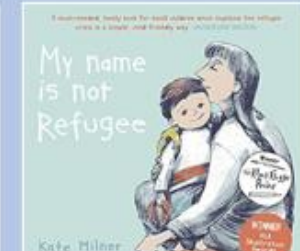
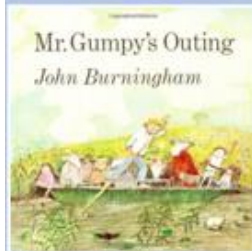
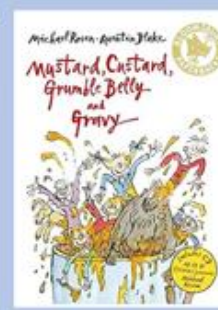
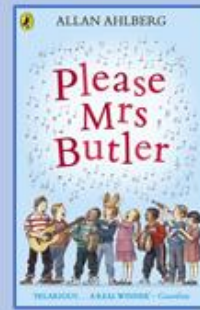
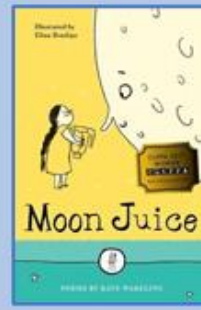
Can I Be Your Dog? By Troy Cummings (Developing Punctuation)

Key LOs

Making inferences on the basis of what is being said & done

<p>Week 4</p> 	<p>The Elephant and the Bad Baby by <u>Elfrida Vipont</u> (Fiction) (Creating Narrative)</p> <p>Key LOs Discuss the sequence of events in books and how items of information are related</p>	<p>Week 4</p> 	<p>Dragon Post by Emma Yarlett (Fiction) (Writing Letters)</p> <p>Key LOs Recognising simple recurring literary language in stories</p>
<p>Week 5</p> 	<p>The Lost Homework by Richard O'Neill (Fiction) (Creating Narrative)</p> <p>Key LOs Predicting what might happen based on what has been read so far</p>	<p>Week 5</p> 	<p>Meerkat Mail by Emily Gravett (Fiction) (Writing Letters)</p> <p>Key LOs Recognising simple recurring literary language in stories</p>
<p>Week 6</p> 	<p>The Three Billy Goats Gruff by Mara Alperin (Fiction) (Traditional Tales) (Creating Narrative)</p> <p>Key LOs Becoming increasingly familiar with & retelling a wider range of stories, fairy, stories and traditional tales</p>	<p>Week 6</p> 	<p>Smile Out Loud by Joseph Coelho (Poetry)</p> <p>Key LOs Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear</p>

Additional Texts for Autumn



NNC Year 2 Reading Comprehension Through Book Talk and RWi Objectives Autumn

[illegible]

Year 2 Spring Term 1
(Linked to UL Writing Curriculum)

Week 1



Don't Let the Pigeon Stay Up Late! By Mo Willems (Fiction) (Persuasion)

Key LOs

- Discussing & clarifying the meanings of words, linking new meanings to known vocabulary

Week 2

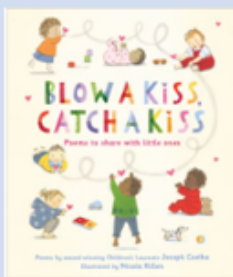


Weird bBut True by National Geographic Kids (Non-Fiction) (Persuasion)

Key LOs

- Discuss the sequence of events in books and how items of information are related

Week 3



Blow a Kiss, Catch a Kiss: Poems to Share with Little Ones (Poetry Text) (Writing to Entertain)

Key LOs

- Making inferences on the basis of what is being said & done

Year 2 Spring Term 2
(Linked to UL Writing Curriculum)

Week 1



Everyday Materials by Peter Riley (Non-Fiction) (Writing Instructions)

Key LOs

- Discussing & clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words & phrases

Week 2



How TO Babysit a Grandpa by Jean Reagan (Writing Instructions)

Key LOs

- Discuss the sequence of events in books and how items of information are related

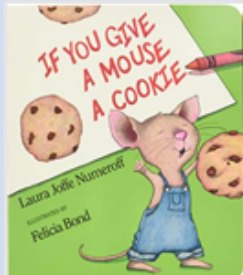
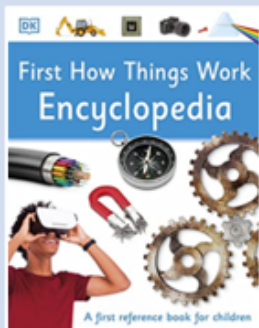




Week 3



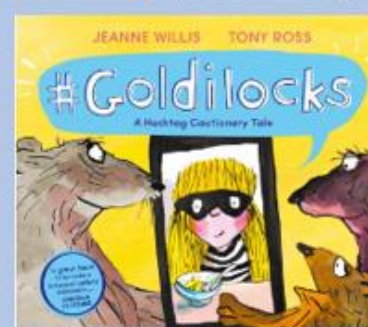
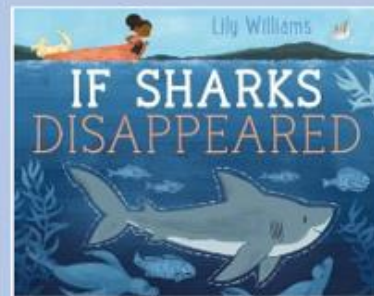
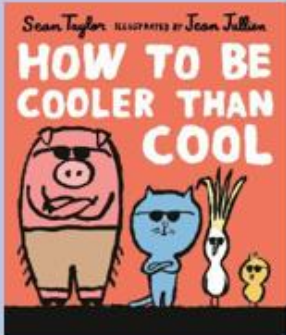
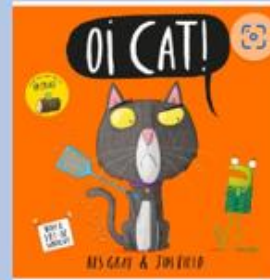
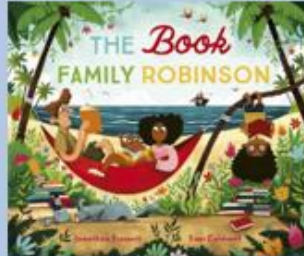
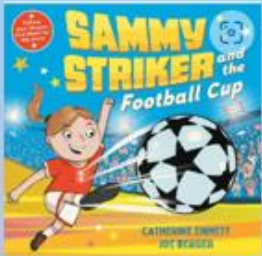
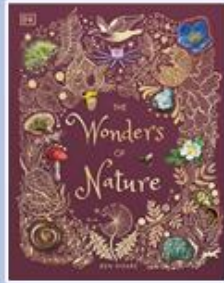
Toys in Space by Mini Grey (Fiction)(Fact File)

Key LOs

- Draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....") (infer)

<p>Week 4</p> 	<p>If You Give a Mouse a Cookie by Laura Numeroff (Fiction Text) (Developing Vocabulary)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Discussing their favourite words & phrases • Recognising simple recurring literary language in stories & poetry • Discussing & clarifying the meanings of words, linking new meanings to known vocabulary 	<p>Week 4</p> 	<p>First How Things Work Encyclopaedia by DK (Non-Fiction Text) (Fact File)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Draw on what they already know/ on background information & vocabulary provided by the teacher • Answering & asking questions
<p>Week 5</p> 	<p>Speak Up! by Nathan Bryon and Dapo Adeola (Fiction) (Writing About Real Life)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Draw on what they already know/ on background information & vocabulary provided by the teacher 	<p>Week 5</p> 	<p>George and the Dragon by Christopher Wormell (Fiction Text) (Inventing Narratives)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Listen to, discuss & express views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently
<p>Week 6</p> 	<p>What Do Machines Do All Day? By Ms. Jo Nelson (Non-Fiction Text) (Writing About Real Life)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Being introduced to NF texts that are structured in different way 	<p>Week 6</p> 	<p>The New Small Person by Lauren Child (Fiction Text) (Inventing Narratives)</p> <p>Key LOs</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related

Additional Texts for Spring



NNC Year 2 Reading Comprehension Objectives SPRING

[illegible]

Year 2 Summer Term 1 (Linked to UL Writing Curriculum)		Year 2 Summer Term 2 (Linked to UL Writing Curriculum)	
Week 1 	The Dark by Lemony Snicket (Fiction) (Developing Descriptions) Key LOs <ul style="list-style-type: none"> • Predicting what might happen based on what has been read so far • Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say 	Week 1 	On A Magical Do-Nothing Day by Beatrice Alemagna (Fiction) (Developing Persuasive Language) Key LOs <ul style="list-style-type: none"> • Draw on what they already know/ on background information & vocabulary provided by the teacher • Discussing & clarifying the meanings of words, linking new meanings to known vocabulary
Week 2 	What a Waste by Jess French (Non-Fiction) (Developing Descriptions) Key LOs <ul style="list-style-type: none"> • Being introduced to NF texts that are structured in different ways • Draw on what they already know/ on background information & vocabulary provided by the teacher 	Week 2 	The Most Important Animal of All by Penny Worms (Non-Fiction Text) (Developing Persuasive Language) Key LOs <ul style="list-style-type: none"> • Discussing their favourite words & phrases

<p>Week 3</p> 	<p>Courage Out Loud by Joseph Coelho (Poetry) (Writing Recounts)</p> <p>Key LOs</p> <ul style="list-style-type: none"> Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves 	<p>Week 3</p> 	<p>Zim Zam Zoom! by James Carter (Poetry) (Writing to Inform)</p> <p>Key LOs</p> <ul style="list-style-type: none"> Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves
<p>Week 4</p> 	<p>There Are Mammals Everywhere by Britta Teckentrup (Non-Fiction Text) (Writing Recounts)</p> <p>Key LOs</p> <ul style="list-style-type: none"> Draw on what they already know/ on background information & vocabulary provided by the teacher Being introduced to NF texts that are structured in different ways 	<p>Week 4</p> 	<p>Where's The Elephant? by Barroux Fiction Text (Writing to Inform)</p> <p>Key LOs</p> <ul style="list-style-type: none"> Discussing & clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words & phrases

Week 5



Somebody Swallowed Stanley by Sarah Roberts (Fiction) (Developing Vocabulary)

Key LOs

- Discussing their favourite words & phrases
- Recognising simple recurring literary language in stories & poetry
- Discussing & clarifying the meanings of words, linking new meanings to known vocabulary

Week 5



Katie in Scotland by James Mayhew (Fiction Text) (Narrative)

Key LOs

- Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say

Week 6

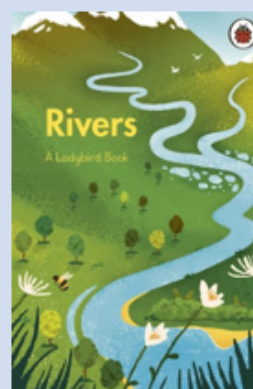


Changing from Solids to Liquids to Gases by Brian Knapp (Non-Fiction) (Developing Vocabulary)

Key LOs

- Discussing & clarifying the meanings of words, linking new meanings to known vocabulary

Week 6

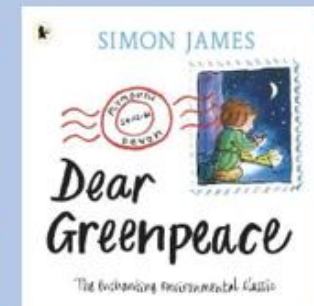
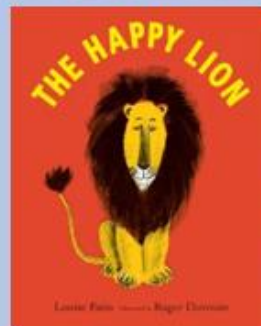
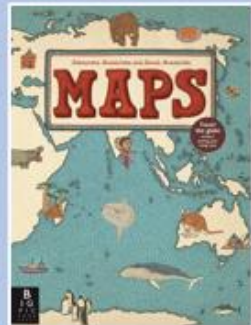
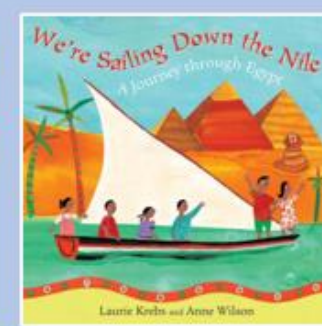
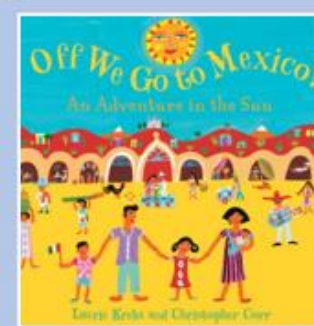
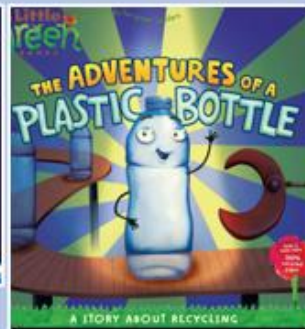
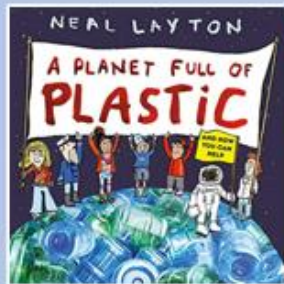
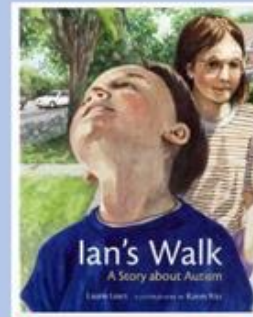


Rivers by Libby Walden and Lee Brown (Non-Fiction Text) (Narrative)

Key LOs

- Being introduced to NF texts that are structured in different ways
- Draw on what they already know/ on background information & vocabulary provided by the teacher

Additional Texts for Summer



NNC Year 2 Reading Comprehension Objectives SUMMER

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Writing Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Jabberwocky – Lewis Carroll (1 week)</p>	<p>Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)</p>			<p>Instructions: Instructions – Neil Gaiman (2 weeks)</p>		<p>Writing to Inform: Day of the Dinosaurs –Steve Brusatte (2 weeks)</p>		<p>Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)</p>		
Spring	<p>Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)</p>		<p>Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)</p>		<p>Reporting: Fairy Tale Crimes (2 weeks)</p>		<p>Fact Files: This is How We Do It – Matt Lamothe (2 weeks)</p>		<p>Traditional Fables: Poetry Link (3 weeks)</p>		
Summer	<p>Creating Atmosphere: Escape From Pompeii –Cristina Balit Poetry Link (4 weeks)</p>				<p>Writing to Inform: Earth Shattering Events – Robin Jacobs (2 weeks)</p>		<p>Writing to Persuade: Adverts & Reviews Izzy Gizmo –Pip Jones (2 weeks)</p>		<p>Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit –Drew Daywalt (3 weeks)</p>		

Book Talk for Year 3

TALK LIKE A ...

READER

2



VOCABULARY &
WORD CHOICE

The word ... tells me ...

The phrase... tells me ...

The writer makes me feel ... by
using words like ...

The writer uses words like ... to
describe ... This tells us that ...

I think the writer has chosen the
word ... because ...



EVALUATE

I like the part where ... because ...

I didn't enjoy ... because ...

My favourite part was ... because ...

In my opinion ...



SUMMARISING

At the beginning ...

In the middle ...

At the end ...

To summarise ...

In summary ...

The key events in this chapter were ...

The most important point in this section/
chapter is ...



INFERENCE

I think ... because ...

I think is feeling ... because ...

I think is thinking because

The author gives the impression that ... by ...

It seems ... because ...

I get the impression ... because ...

It says ... so I am thinking ...



PREDICTION

I predict ...

I think that ... because ...

I believe ... because

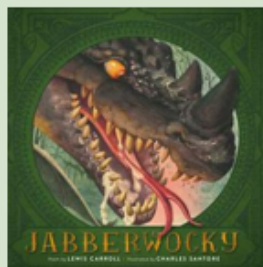
I predict that and I think this because ...

Year 3 Autumn Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

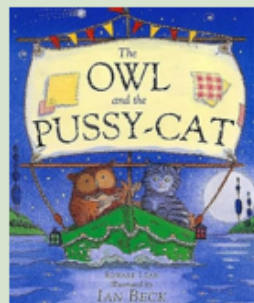
The Jabberwocky by Lewis Carroll – Poetry

Key LOs

- identify how language contributes to meaning (e.g. use of figurative language, precise and visual words).

(Assessment focus: Define)

Week 2



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

The Owl and the Pussycat by Edward Lear – Poetry

Key LOs

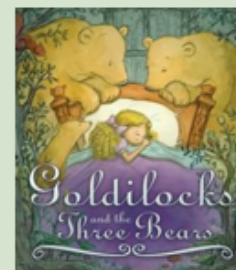
- recognise some different forms of poetry

(Assessment focus: Retrieve)

Year 3 Autumn Term 2

(Linked to UL Writing Curriculum)

Week 1

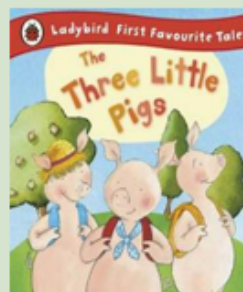


Fairy Tales – Goldilocks: Fiction (Investigating Viewpoint)

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 2



Fairy Tales – Three Little Pigs: Fiction (investigating viewpoint)

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 3



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

Plastic Sucks by Dougie Poynter – Non-Fiction

Key LOs

- explain the meaning of words in context (Assessment focus: Define)

Week 4



Primary News: Fantastic Find (By Teacher's Pet - Tpet.co.uk) Non-Fiction Text (Writing to Inform)

Key LOs

- retrieve and record information from non-fiction

Week 3



Fairy Tales – Humpty Dumpty: Fiction Text (Discussion: Fairy Tale Crimes)

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 4



Fairy Tales – Little Red Riding Hood: Fiction Text (Discussion: Fairy Tale Crimes)

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 5



The girl who stole an elephant by
Nizrana Farook:
Fiction Text (Developing dialogue)

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these.

Week 5

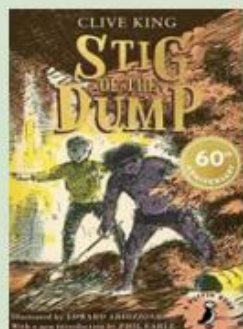


Fairy Tales - Hansel & Gretel: Fiction
(Reporting/News Reports: Fairy Tale Crimes)

Key LOs

- retrieve and record information from non-fiction

Week 6



Stig of the Dump: Fiction Text (developing dialogue)

Key LO's

- predict what might happen from details stated and implied

Week 6



Fairy Tales - Rumpelstiltskin: Fiction
(Reporting/News Reports: Fairy Tale Crimes)

Key LOs

- identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
- identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)
- identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)

NNC YEAR 3 Reading Comprehension Objectives Autumn

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure	X	X	X	X	X	X	X	X	X	X	X	X
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	X	X	X	X	X	X	X	X	X	X	X	X
*Retell some books orally		X		X	X	X	X	X	X	X	X	
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)					X	X	X	X	X	X		
*identify conventions in a wide range of books (ie key features of a particular author or genre)	X		X			X						X
*prepare poems and play scripts to read aloud and to perform	X	X		X							X	
*discuss words and phrases that capture the reader's interest and imagination	X	X	X	X							X	X
*recognise some different forms of poetry	X	X		X							X	
*explain the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")					X		X		X	X		
*predict what might happen from details stated and implied	X	X	X	X	X	X	X	X	X	X	X	X
*identify main ideas drawn from more than 1 paragraph and summarising these						X		X				
*identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)	X		X		X	X	X	X	X	X		X
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)					X	X	X	X	X	X		
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)	X	X	X	X	X	X	X	X	X	X	X	X
* retrieve and record information from non-fiction		X		X		X					X	

Year 3 Spring Term 1 (Linked to UL Writing Curriculum) Week 1 – 3: Gap Filling using PIRA Analysis		Year 3 Spring Term 2 (Linked to UL Writing Curriculum)	
Week 1 	Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text) The True Story of the 3 Little Pigs Key LOs <ul style="list-style-type: none"> retrieve and record information from non-fiction (Assessment focus: Retrieve)	Week 1 	Escape from Pompeii - fiction (Creating Atmosphere) Key LOs <ul style="list-style-type: none"> identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)
Week 2 	Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text) A Tale of Two Beasts - Fiction Text/Poetry Key LOs <ul style="list-style-type: none"> retrieve and record information from non-fiction (Assessment focus: Retrieve)	Week 2 	Pompeii.. Buried Alive! (Creating Atmosphere) Key LOs <ul style="list-style-type: none"> identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)

Week 3



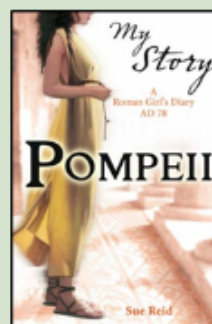
Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

The Fairytale Times - Non- Fiction

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these (Assessment focus: sequence/summary)

Week 3

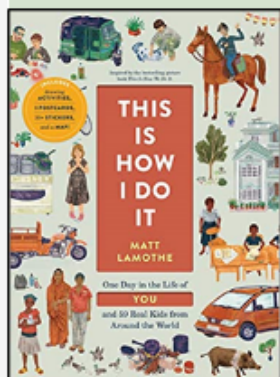


My Story: Pompeii: - Fiction Text (Creating Atmosphere)

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
- identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)

Week 4



This is how we do it - Non-Fiction Text (fact files)

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these

Week 4

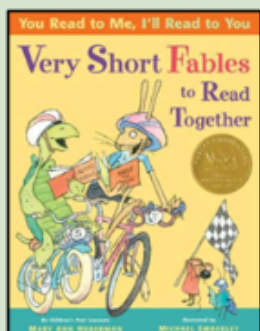


Survivor: escape from Pompeii - Fiction (Creating Atmosphere)

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these.
- identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)

Week 5

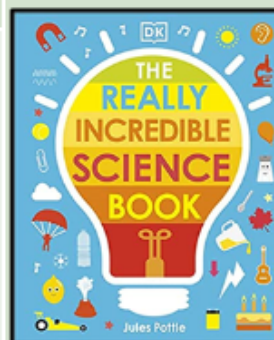


Very short Fables to Read Together - Fiction
Text/Poetry (traditional fables)

Key LOs

- identify conventions in a wide range of books (ie key features of a particular author or genre)
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 5

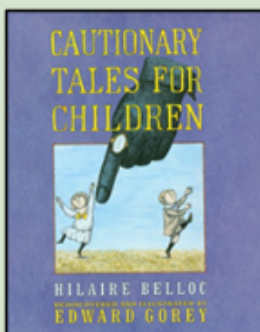


Really Incredible Science Book - Non-Fiction
(writing to inform)

Key LOs

- retrieve and record information from non-fiction

Week 6



Cautionary Tales for Children - Fiction
Text/Poetry (traditional fables)

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
- increase their familiarity with a wide range of books, including fairy stories, myths and legends

Week 6



The Big Earth Book - Fiction/Non-Fiction
(writing to inform)

Key LOs

- identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
- identify how language contributes to meaning (e.g use of figurative language, precise and visual words)

NNC YEAR 3 Reading Comprehension Objectives SPRING

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure	X	X	X	X	X	X	X	X	X	X	X	X
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	X	X	X	X	X	X			X			
*Retell some books orally	X	X	X	X	X	X			X			
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)			X	X	X	X	X	X	X			X
*identify conventions in a wide range of books (ie key features of a particular author or genre)	X	X			X		X	X	X	X	X	X
*prepare poems and play scripts to read aloud and to perform							X	X	X			
*discuss words and phrases that capture the reader's interest and imagination	X	X			X		X	X	X	X	X	
*recognise some different forms of poetry									X			
*explain the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")			X	X	X	X	X	X	X	X		X
*predict what might happen from details stated and implied	X	X	X	X	X	X	X	X				
*identify main ideas drawn from more than 1 paragraph and summarising these			x		X					X	X	
*identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)			X	X	X	X	X	X	X	X	X	X
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)			X	X	X	X	X	X	X			X
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)	X	X	X	X	X	X	X	X	X			X
* retrieve and record information from non-fiction		X		X						X	X	X

Year 3 Summer Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



Gap filling using Pira Analysis (Fiction)

Super Cool Space Facts

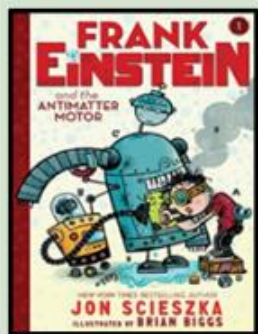
Bruce Betts

Key LOs

- retrieve and record information from non-fiction

(Assessment focus: Retrieve)

Week 2



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

Frank Einstein and the Antimatter Motor

Jon Scieszka

Key LOs

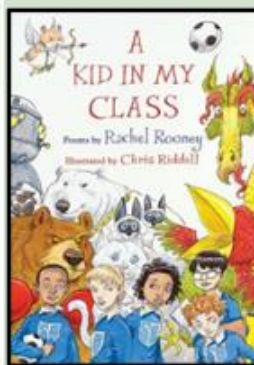
- identify how language contributes to meaning (e.g use of figurative language, precise and visual words)

(Assessment focus: Define)

Year 3 Summer Term 2

(Linked to UL Writing Curriculum)

Week 1



Poetry (Fiction/Non-Fiction)

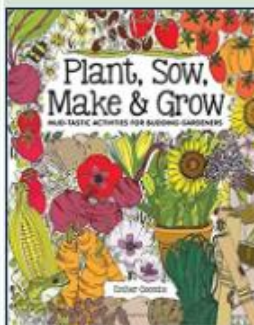
A kid in my class

Rachel Rooney

Key LOs

- predict what might happen from details stated and implied
- prepare poems and play scripts to read aloud and to perform
- recognise some different forms of poetry

Week 2







Non-Fiction Text (instructional writing)





Plant, Sow, Make & Grow

Esther Coombs

Key LOs

- retrieve and record information from non-fiction
- identify conventions in a wide range of books (ie key features of a particular author or genre)

<p>Week 3</p> 	<p>Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)</p> <p>Mia Marcotte and the Robot Jeanne Wald</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....") 	<p>Week 3</p> 	<p>Non-Fiction Text (instructional writing)</p> <p>Kids Can Cook Esther Coombs</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain the meaning of words in context identify how language contributes to meaning (e.g use of figurative language, precise and visual words)
<p>Week 4</p> 	<p>Non-Fiction Text (persuasion/adverts)</p> <p>Melia and Jo Billy Aronson</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language contributes to meaning (e.g. use of figurative language, precise and visual words) 	<p>Week 4</p> 	<p>Fiction Text (developing description)</p> <p>FaRThER Grahame Baker-Smith</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify conventions in a wide range of books (ie key features of a particular author or genre)

<p>Week 3</p> 	<p>Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)</p> <p>Mia Marcotte and the Robot Jeanne Wald</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....") 	<p>Week 3</p> 	<p>Non-Fiction Text (instructional writing)</p> <p>Kids Can Cook Esther Coombs</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain the meaning of words in context identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)
<p>Week 4</p> 	<p>Non-Fiction Text (persuasion/adverts)</p> <p>Melia and Jo Billy Aronson</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language contributes to meaning (e.g. use of figurative language, precise and visual words) 	<p>Week 4</p> 	<p>Fiction Text (developing description)</p> <p><u>Far</u>ThER Grahame Baker-Smith</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify conventions in a wide range of books (ie key features of a particular author or genre)

NNC YEAR 3 Reading Comprehension Objectives SUMMER

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure	X	X	X	X	X	X	X	X	X	X	X	X
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	X	X	X	X		X	X				X	X
*Retell some books orally	X					X	X				X	X
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)	X	X	X	X		X	X				X	X
*identify conventions in a wide range of books (ie key features of a particular author or genre)	X	X	X	X		X	X				X	X
*prepare poems and play scripts to read aloud and to perform								X				
*discuss words and phrases that capture the reader's interest and imagination	X	X	X	X		X	X				X	X
*recognise some different forms of poetry								X				
*explain the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")			X	X		X	X	X			X	X
*predict what might happen from details stated and implied						X	X				X	X
*identify main ideas drawn from more than 1 paragraph and summarising these		X	X	X	X	X	X		X	X	X	X
*identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)		X		X		X	X	X			X	X
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)		X		X		X	X	X			X	X
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)		X		X	X	X	X	X	X	X	X	X
* retrieve and record information from non-fiction	X			X	X				X	X		

Writing Overview: Year 4



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems Aloud - Joseph Coelho (1 week)	Instructional Writing: Building With Lego Chop, Sizzle Wow: The Silver Spoon Comic Cookbook – Tara Stevens (2 weeks)		Developing Description: The Building Boy – Ross Montgomery (3 weeks)			Writing to Inform: <u>Dragonology</u> : The Complete Book of Dragons – <u>Dugald Steer</u> (3 weeks)			Writing Short Stories: (2 weeks)	
Spring	Creating Narrative: Traditional Tales Usborne Illustrated Arabian Nights (3 weeks)			Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)			Creating Narrative: The Great Kapok Tree–Lynn Cherry (2 weeks)		Persuasion: Save the Rainforest Poetry Link: There's a 'Rangtan in my Bedroom - James Sellick and <u>Frann</u> Preston-Gannon (3 weeks)		
Summer	Writing to Entertain: Personal Recounts Quick! Let's Get Out of Here - Michael Rosen Poetry Link (3 weeks)			Discussion: This or That? Pippa Goodheart (3 weeks)			Author Study: Nicola Davies (3 weeks)			Biography: Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston (2 weeks)	

Book Talk for Year 4

TALK LIKE A ...

READER

2



VOCABULARY &
WORD CHOICE

The word ... tells me ...

The phrase... tells me ...

The writer makes me feel ... by
using words like ...

The writer uses words like ... to
describe ... This tells us that ...

I think the writer has chosen the
word ... because ...



EVALUATE

I like the part where ... because ...

I didn't enjoy ... because ...

My favourite part was ... because ...

In my opinion ...



SUMMARISING

At the beginning ...

In the middle ...

At the end ...

To summarise ...

In summary ...

The key events in this chapter were ...

The most important point in this section/
chapter is ...



INFERENCE

I think ... because ...

I think is feeling ... because ...

I think is thinking because

The author gives the impression that ... by ...

It seems ... because ...

I get the impression ... because ...

It says ... so I am thinking ...



PREDICTION

I predict ...

I think that ... because ...

I believe ... because

I predict that and I think this because ...

Year 4 Autumn Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)
Mad Hatter's Tea party - Alice in Wonderland by Lewis Carroll - Fiction Text

Key LOs

- Explain the meanings of words in context
 - Discuss words and phrases that capture the reader's interest and imagination
- (Assessment focus: Define)

Week 2



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)
Objects with voices and Riddles from Poems Aloud by Joseph Coelho - Poetry Text

Key LOs

- Recognise some different forms of poetry
- (Assessment Focus: Compare)

Year 4 Autumn Term 2

(Linked to UL Writing Curriculum)

Week 1



Fiction Text (Creating Narrative - Traditional Tales)

The Worst Witch (book 1 chapter 6) by Jill Murphy - Fiction

Key LOs

- retrieve and record information from non-fiction
- identify conventions in a wide range of books (ie key features of a particular author or genre)

Week 2



Fiction Text (Creating Narrative - Traditional Tales)

The Hero Twins – Twinkl text – no named author - Fiction

Key LOs

- identify how language contributes to meaning (e.g. use of figurative language, precise and visual words) (define)

Week 3

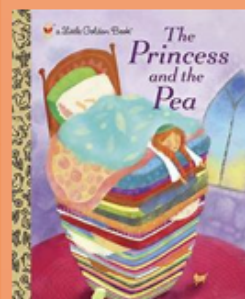


Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)
Volcanoes in Action – by Anita Generi - Non-Fiction

Key LOs

- Retrieve and record information from non-fiction
(Assessment Focus: Retrieve)

Week 3



Fiction Text (Creating Narrative - Traditional Tales)
The Princess and the Pea by Hans Christian Andersen - Fiction

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")

Week 4



Non-Fiction Text (writing to inform)
Lego, Article written for Encyclopedica Britannica by Adam Augstyn – Non-Fiction

Key LOs

- retrieve and record information from non-fiction
- identify conventions in a wide range of books (ie key features of a particular author or genre)

Week 4



Fiction/Non-Fiction Text (dual purpose writing)
The Myth of Zeus taken from 'The mythical story of Zeus, King of the Gods' in Greek Gods, Heroes and Men by Caroline H. Harding and Samuel B. Harding. - Fiction

Key LOs

- identify how language contributes to meaning (e.g use of figurative language, precise and visual words)
- discuss words and phrases that capture the reader's interest and imagination

<p>Week 5</p> 	<p>Non-Fiction Text (writing to inform) Heatwave Raises Lost 'Atlantis' Village from Its Watery Grave. - Article for the Daily Mail by Stuart Paterson - Non-Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> • explain the meaning of words in context 	<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (dual purpose writing) Christmas Traditions – Article written for the Telegraph – Non-Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> • identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)
<p>Week 6</p> 	<p>Fiction (short stories) Through the Magic Knife – Twinkl Text - no named author - Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, myths and legends 	<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (dual purpose writing) Tell me a Dragon by Jackie Morris – Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> • identify main ideas drawn from more than 1 paragraph and summarising these (summarise)

NNC YEAR 4 Reading Comprehension Objectives AUTUMN

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure	X	X	X	X	X	X	X	X	X	X	X	X
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	X	X	X			X	X		X	X	X	X
*Retell some books orally	X		X			X	X		X	X	X	X
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)	X	X	X			X	X		X	X	X	X
*identify conventions in a wide range of books (ie key features of a particular author or genre)	X	X	X			X	X		X	X	X	X
*prepare poems and play scripts to read aloud and to perform		X						X				
*discuss words and phrases that capture the reader's interest and imagination	X		X			X	X		X	X	X	X
*recognise some different forms of poetry		X						X				
*explain the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")						X	X	X	X	X	X	X
*predict what might happen from details stated and implied						X	X		X	X	X	X
*identify main ideas drawn from more than 1 paragraph and summarising these				X	X	X	X		X	X	X	X
*identify how language contributes to meaning (e.g. use of figurative language, precise and visual words)						X	X	X	X	X	X	X
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)						X	X	X	X	X	X	X
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)				X	X	X	X	X	X	X	X	X
* retrieve and record information from non-fiction	X		X	X	X							

Year 4 Spring Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



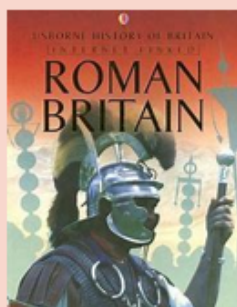
Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

Fiction Text = Time-Travelling Cat by Julia Jarman

Key LOs
(retrieve)

- retrieve and record information from non-fiction

Week 2



Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)

Non-Fiction Text = Roman Britain by Ruth Brocklehurst

Key LOs
(summarise)

- identify main ideas drawn from more than 1 paragraph and summarising these

Year 4 Spring Term 2

(Linked to UL Writing Curriculum)

Week 1



Non-Fiction Text (persuasion)

Text = Threats to Elephants by WWF

Key LOs

- identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)

Week 2



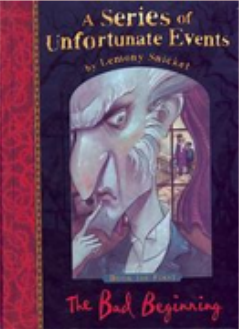



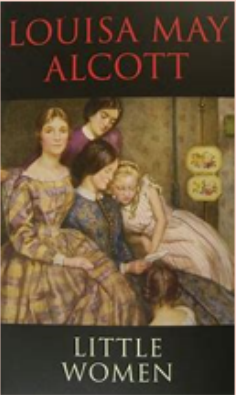


Poetry Text

Text = Forest Animals by Unknown

Key LOs

- prepare poems and play scripts to read aloud and to perform
- recognise some different forms of poetry

<p>Week 3</p> 	<p>Gap filling using Pira Analysis (Fiction/Non-Fiction/Poetry Text)</p> <p>Non-Fiction Text = Ocean Pollution by Unknown</p> <p>Key LO's (Inference)</p> <p>draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")</p>	<p>Week 3</p> 	<p>Fiction/Non-Fiction Text (writing to entertain – personal recounts)</p> <p>Text = My Secret War Diary by Marcia Williams</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
<p>Week 4</p> 	<p>Fiction Text (creating narrative)</p> <p>Text = A Series of Unfortunate Events by Lemony Snicket</p> <p>Key LOs</p> <ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination 	<p>Week 4</p> 	<p>Fiction/Non-Fiction Text (writing to entertain – personal recounts)</p> <p>Text = My First Day by Unknown</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)

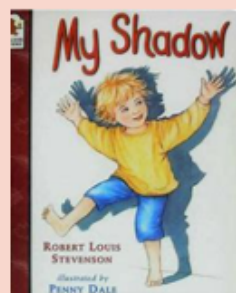
<p>Week 5</p> 	<p>Fiction Text (creating narrative) Little Woman by Louise May Alcott</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language contributes to meaning (e.g. use of figurative language, precise and visual words) 	<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (discussion) Text = Should zoos be banned? By National Geographic</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)
<p>Week 6</p> 	<p>Non-Fiction Text (persuasion) Everything Castles by Crispin Boyer</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify conventions in a wide range of books (ie key features of a particular author or genre) 		

NNC YEAR 4 Reading Comprehension Objectives SPRING												
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure	X	X	X	X	X	X	X	X	X	X	X	X
*increase their familiarity with a wide range of books, including fairy stories, myths and legends				X	X				X	X		
*Retell some books orally	x	X	x	X	X				X	X		
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)			x	X	X				X	X		
*identify conventions in a wide range of books (ie key features of a particular author or genre)	x	X		X	X				X	X		
*prepare poems and play scripts to read aloud and to perform								X				
*discuss words and phrases that capture the reader's interest and imagination	x			X	X				X	X		
*recognise some different forms of poetry		x						X				
*explain the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")			X	X	X			X	X	X		
*predict what might happen from details stated and implied				X	X				X	X		
*identify main ideas drawn from more than 1 paragraph and summarising these		X		X	X	X	X		X	X	X	X
*identify how language contributes to meaning (e.g use of figurative language, precise and visual words)				X	X			X	X	X		
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)				X	X			X	X	X		
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)				X	X	X	X	X	X	X	X	X
* retrieve and record information from non-fiction	X		X			X	X				X	X

Year 4 Summer Term 1
(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



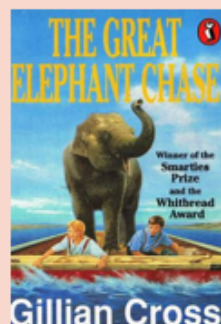
Poetry Text (Gap filling/Pira Analysis)
My Shadow by Robert Louis Stevenson

Key LOs

(Assessment focus: Define)

- Explain the meanings of words in context
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise some different forms of poetry.

Week 2



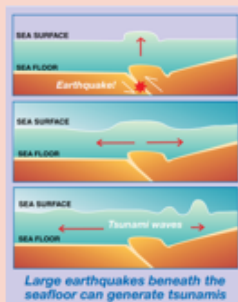
Fiction Text (Gap filling/Pira Analysis)
The Great Elephant Chase by Gillian Cross

Key LOs

(Assessment focus: Inference)

- Draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")

Week 3



Non-Fiction Text (Gap filling/Pira Analysis)
Tsunamis on the Move

Key LO's

(Assessment focus: Define)

- Explain the meanings of words in context.
- Identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)

Year 4 Summer Term 2

(Linked to UL Writing Curriculum)

Week 1

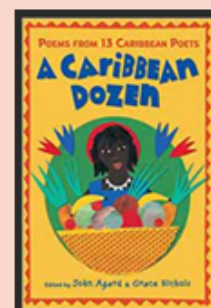


Fiction/Non-Fiction Text (biographies)
Sameera's Dancing Shoes

Key LOs

- identify main ideas drawn from more than 1 paragraph and summarising these (summarise)
- Requested gap fill - Infer

Week 2

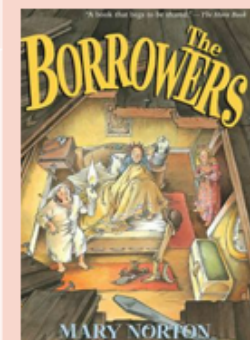


Poetry Text
For Forest

Key LOs

- explain the meaning of words in context (define)
- Requested gap fill - Infer

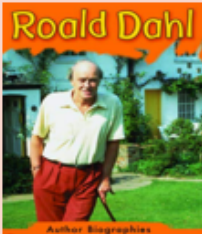



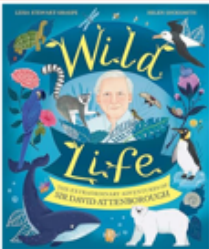
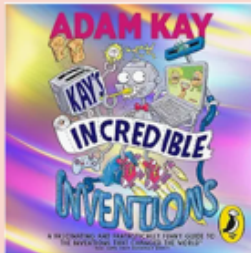
Week 3



Fiction Text (character/setting description)
The Borrowers by Mary Norton

Key LOs

- draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....") (infer)

<p>Week 4</p> 	<p>Fiction/Non-Fiction Text (author study) Roald Dahl Biography by Charlotte <u>Guillian</u></p> <p>Key LOs</p> <ul style="list-style-type: none"> identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage) 	<p>Week 4</p> 	<p>Fiction Text (character/setting description) Anansi and the Tiger</p> <p>Key LOs</p> <ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination
<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (author study) Lots by Nicola Davies</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify conventions in a wide range of books (ie key features of a particular author or genre) 	<p>Week 5</p> 	<p>Non-Fiction Text (writing to inform/discuss) Just like Rube Goldberg – Sarah Aronson</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify main ideas drawn from more than 1 paragraph and summarising these
<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (biographies) The Extraordinary life of David Attenborough by Leisa Stewart-Sharpe</p> <p>Key LOs</p> <ul style="list-style-type: none"> retrieve and record information from non-fiction 	<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (writing to inform/discuss) Kay's incredible inventions – Adam Kaye</p> <p>Key LOs</p> <ul style="list-style-type: none"> predict what might happen from details stated and implied

Writing Overview: Year 5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry:</p> <p>Rhythm and Poetry - Karl Nova</p> <p>(1 week)</p>	<p>Character & Setting:</p> <p>Painting A Picture with Words</p> <p>(3 weeks)</p>			<p>Writing to Inform & Discuss:</p> <p>Comparative Writing</p> <p>What's The Difference – Emma Strack</p> <p>(2 weeks)</p>		<p>Creating a New Chapter:</p> <p>The Invention of Hugo Cabret – Brian Selznick</p> <p>(3 weeks)</p>			<p>Explanations:</p> <p>The Way Things Work –David Macaulay</p> <p>(2 weeks)</p>	
Spring	<p>Creating Recounts:</p> <p>Shackleton's Journey – William Grill</p> <p>(3 weeks)</p>			<p>Creating Pace and Tension in Narrative:</p> <p>Variak Paw – S F Said</p> <p>(3 weeks)</p>			<p>Writing to Entertain:</p> <p>Cloud Busting – Malorie Blackman</p> <p>Poetry Link</p> <p>(3 weeks)</p>			<p>Writing Biographies:</p> <p>Survivors – David Long</p> <p>(2 weeks)</p>	
Summer	<p>Writing Narrative:</p> <p>The Water Tower – Gary Crew</p> <p>(2 weeks)</p>		<p>Writing to Inform:</p> <p>Real-Life Mysteries – Susan Martineau</p> <p>(2 weeks)</p>		<p>Discussion:</p> <p>Real-Life Mysteries – Susan Martineau</p> <p>(2 weeks)</p>		<p>Narrative & Poetry:</p> <p>Playing with Words</p> <p>Varmints – Helen Ward; The Rabbits – John Marsden</p> <p>Poetry Link</p> <p>The Lost Words - Robert Macfarlane</p> <p>(3 weeks)</p>			<p>Persuasion:</p> <p>Global Warming</p> <p>(2 weeks)</p>	

Book Talk for Year 5

TALK LIKE A ...

READER

3



VOCABULARY &
WORD CHOICE

The word ... tells me ...

The phrase... tells me ...

The writer uses words like ... to
describe ... This tells us that ...

I think the writer has chosen the
word ... because ...

By using the word ... the author
has made us picture ...



EVALUATE

I like the part where ... because ...

I didn't enjoy ... because ...

In my opinion ...

... is particularly effective because ...

I think the author ...



SUMMARISING

To summarise ...

The key events in this chapter were ...

The most important point in this section/
chapter is ...

The key message here is ...



INFERENCE

The author gives the impression that ... by ...

It seems ... because ...

I get the impression ... because ...

Since the text says ... and I know ... I can infer ...

The character said ... and they ... so I think ...

Based on ... I can conclude that ...



PREDICTION

I predict that ... and I think this because ...

... makes me think ...

This reminds me of ... where ...

Perhaps ...

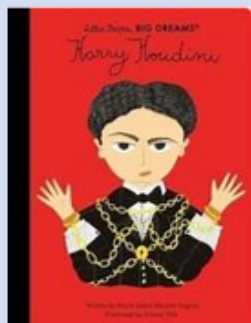
Since ... I think the next thing to happen will be ...

Year 5 Autumn Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



(Gap filling/Pira Analysis)
Harry Houdini biography – Non-fiction

Key LOs

- Retrieve, record and present information from non-fiction
- (Assessment Focus: Retrieve)

Week 2



(Gap filling/Pira Analysis)
World Fair Trade Day by Twinkl – Non-Fiction Text

Key LOs

- summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
- (Assessment Focus: Summary)

Year 5 Autumn Term 2

(Linked to UL Writing Curriculum)

Week 1



The Romans by Twinkl - Non-Fiction Text (explanation)

Key LOs

- summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea).

Week 2

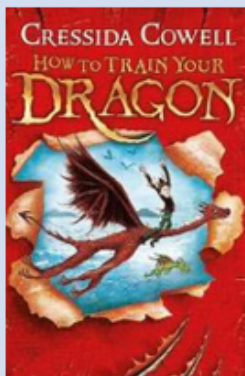


Firework Night by Enid Blyton - Poetry Text

Key LOs

- learn a wider range of poetry by heart
- prepare 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 (relate).

Week 3



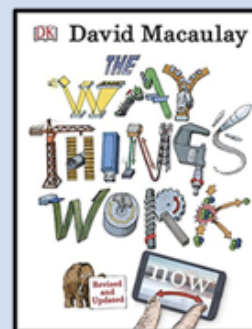
(Gap filling/Pira Analysis)

How to train your dragon by Cressida Cowell - Fiction Text

Key LO's

- make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints).

Week 3

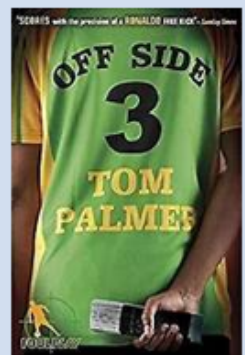


The way things work by David Macaulay - Non-Fiction Text (explanation)

Key LOs

- make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints).

Week 4



Offside by Tom Palmer - Fiction Text (creating a new chapter/narrative)

Key LOs

- distinguish between statements of fact and opinion.

Week 4



A Roman Rescue by K A Gerrard - Fiction Text (creating recounts)

Key LOs

- distinguish between statements of fact and opinion.

Week 5



The House with Chicken Legs by Sophie Anderson - Fiction Text (creating a new chapter/narrative)

Key LOs

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

Week 5

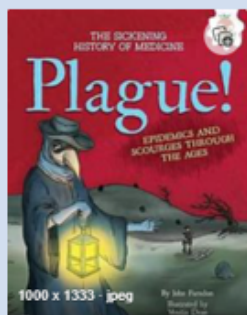


The Wizards of Once by Cressida Cowell - Fiction Text (creating pace and tension in narrative)

Key LOs

- provide reasoned justifications for their views.

Week 6

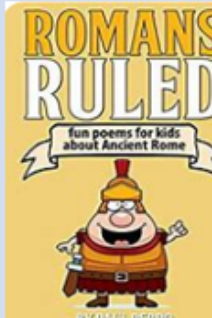


The Plague by John Farndon - Non-Fiction Text (explanation)

Key LOs

- retrieve, record and present information from non-fiction

Week 6



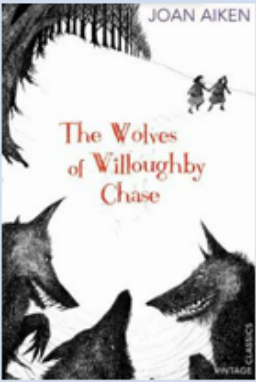


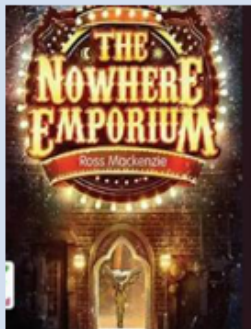
The Fall Of Rome by Paul Perro - Poetry Text (creating pace and tension in narrative)

Key LOs

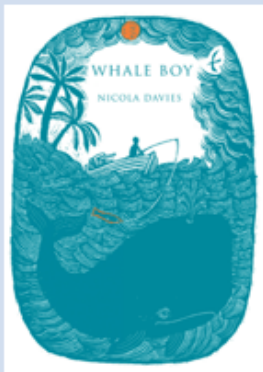
- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

[illegible]

Year 5 Spring Term 1 (Linked to UL Writing Curriculum) Week 1 – 3: Gap Filling using PIRA Analysis		Year 5 Spring Term 2 (Linked to UL Writing Curriculum)	
<p>Week 1</p> 	<p>(Gap filling/Pira Analysis) Fiction- Beetle Boy by MG Leonard</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea) <p>(Assessment Focus: Summary)</p>	<p>Week 1</p> 	<p>Fiction/Non-Fiction Text (biographies) Non- Fiction - Life In Tudor Britain – Anita Ganeri</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
<p>Week 2</p> 	<p>(Gap filling/Pira Analysis) The Roman Centurion's Song by Rudyard Kipling - Poetry</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....") <p>(Assessment Focus: Infer)</p>	<p>Week 2</p> 	<p>Poetry Text Once Upon A star – James Carter and Mar Hernandez</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

<p>Week 3</p> 	<p>(Gap filling/Pira Analysis) The Wolves of Willoughby Chase by Joan Aiken</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?) <p>(Assessment Focus: Define)</p>	<p>Week 3</p> 	<p>Fiction Text (writing narrative/mystery - The Water Tower) Wonder by R J Palacio</p> <p>Key LOs</p> <ul style="list-style-type: none"> predict what might happen from details stated and implied provide reasoned justifications for their views
<p>Week 4</p> 	<p>The Boy at The Back of the Class by <u>Onjali Q. Rauf</u> Fiction Text (writing to entertain – Cloud Busting)</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....") 	<p>Week 4</p> 	<p>The Nowhere Emporium by Ross McKenzie Fiction Text (writing narrative/mystery - The Water Tower)</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

Week 5



Whale Boy by Nicola Davies - Fiction Text (writing to entertain – Cloud Busting)

Key LOs

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)

Week 5



Poetry Text (writing to inform/discuss - Real Life Mysteries)

Sea pollution poems by Tom Billsborough
Ocean's Pollution by Joe Mohr

Key LOs

- make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints)

Week 6



Fiction/Non-Fiction Text (biographies) Watership Down by Richard Adams

Key LOs

- retrieve, record and present information from non-fiction

Week 6



Non-Fiction Text (writing to inform/discuss - Real Life Mysteries)

Sea World – Guardian newspaper article

Key LOs

- identify and discuss themes and conventions in and across a wide range of writing

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Year 5 Summer Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



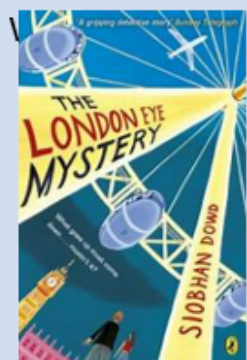
(Gap filling/Pira Analysis)

The Island at the End of Everything by Kiran Millwood Hargrave – Fiction Text

Key LOs

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

(Assessment Focus: Infer)



(Gap filling/Pira Analysis)

London Eye Mystery by Siobhan Dowd – Fiction Text

Key LOs

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

(Assessment Focus: Infer)

Year 5 Summer Term 2

(Linked to UL Writing Curriculum)

Week 1



Non-Fiction Text (persuasion – Global Warming)

Changing World: Cold data for a warming planet by David Gibson

Key LOs

- identify and discuss themes and conventions in and across a wide range of writing
- 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

Week 2



Poetry Text

The lost spells by Robert MacFarlane

Key LOs

- make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints)

Week 3



(Gap filling/Pira Analysis)

The Iron Man by Ted Hughes – Fiction text

Key LO's

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)

(Assessment Focus: Define)

Week 3



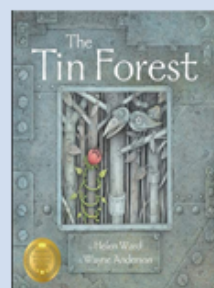
Fiction Text (creating narrative – Quest)

The Spook's Apprentice by Joseph Delaney

Key LOs

- predict what might happen from details stated and implied

Week 4



Fiction/Poetry Text (narrative & poetry –

Varmints/Rabbits/Lost Words)

The Tin Forest by Helen Ward

Key LOs

- prepare 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

Week 4



Fiction Text (creating narrative – Quest)

Mold and The Poison Plot by Lorraine Gregory

Key LOs

- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

<p>Week 5</p> 	<p>Poetry Text (narrative & poetry – Varmints/Rabbits/Lost Words) Coral Reef By Clare Bevan</p> <p>Key LOs</p> <ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?) 	<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (informative writing) The Book of Mythical Beasts and Magical Creatures By Stephen Krensky</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
<p>Week 6</p> 	<p>Poetry Text (persuasion – Global Warming) The only one we've got by M F Cowan</p> <p>Key LOs</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (informative writing) The Atlas of Monsters: Mythical Creatures from Around the World By Sandra Lawrence</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

Writing Overview: Year 6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			Creating a New Chapter: <u>SeaBEAN</u> – Sarah Holding (3 weeks)			Persuasion: Reducing Waste Campaign (2 weeks)	
Spring	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link On The Move’ - Michael Rosen (4 weeks)				Biographies: Little Leaders - Vashti Harrison (2 weeks)		Discussion: What Is Right & Wrong?... - Michael Rosen & Annemarie Young (3 weeks)			Narrative Non-fiction: Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	Modern Retellings: Shakespeare Mr. William Shakespeare’s Plays - Marcia Williams (3 weeks)			Journalism: Critical Literacy & Bias (3 weeks)			Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			Fact or Fiction: History’s Mysteries - National Geographic Kids (2 weeks)	

Book Talk for Year 6

TALK LIKE A ...

READER

3



VOCABULARY &
WORD CHOICE

The word ... tells me ...

The phrase... tells me ...

The writer uses words like ... to describe ... This tells us that ...

I think the writer has chosen the word ... because ...

By using the word ... the author has made us picture ...



EVALUATE

I like the part where ... because ...

I didn't enjoy ... because ...

In my opinion ...

... is particularly effective because ...

I think the author ...



SUMMARISING

To summarise ...

The key events in this chapter were ...

The most important point in this section/ chapter is ...

The key message here is ...



INFERENCE

The author gives the impression that ... by ...

It seems ... because ...

I get the impression ... because ...

Since the text says ... and I know ... I can infer ...

The character said ... and they ... so I think ...

Based on ... I can conclude that ...



PREDICTION

I predict that and I think this because ...

... makes me think ...

This reminds me of ... where ...

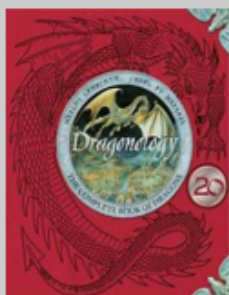
Perhaps

Since I think the next thing to happen will be ...

Year 6 Autumn Term 1
(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1

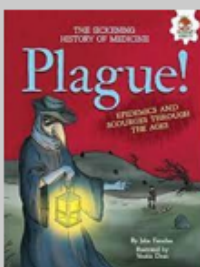


(Gap filling/Test Analysis)
Dragonology by Dugald A. Steer - Fiction

Key LOs

- retrieve, record and present information from non-fiction
 (Assessment Focus: Retrieve)

Week 2



(Gap filling/Test Analysis)
Plague Non- Fiction text John Farndon

Key LOs

- retrieve, record and present information from non-fiction
 (Assessment Focus: Retrieve)

Week 3



(Gap filling/Test Analysis)
 To Asgard! Rachael Piercy Poetry

Key LO's

- retrieve, record and present information from non-fiction
 • (Assessment Focus: Retrieve)

Year 6 Autumn Term 2
(Linked to UL Writing Curriculum)

Week 1

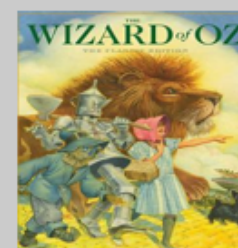


Fiction – War Horse Michael Morpurgo

Key LOs

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

Week 2

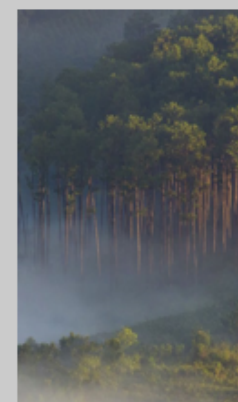


Wonderful Wizard of Oz by Frank Baum - Fiction Text

Key LOs

- retrieve, record and present information from non-fiction
 • (Assessment Focus: Retrieve)

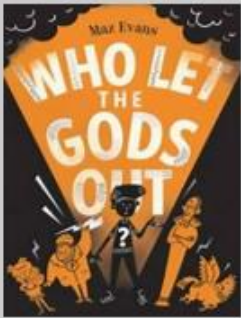
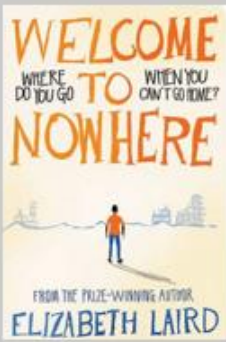



Week 3



Deforestation For Palm Oil
 Non-fiction

Key LOs

- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

<p>Week 4</p> 	<p>Fiction Text (creating a new chapter) Who Let the Gods out by Maz Evans - Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....") (Assessment Focus: Infer) 	<p>Week 4</p> 	<p>Fiction Text (multi-text story telling) Welcome to Nowhere Text by Elizabeth Laird – Fiction Text</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")
<p>Week 5</p> 	<p>Fiction Text (creating a new chapter) Tin by Padraig Kenney</p> <p>Key LOs</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....") 	<p>Week 5</p> 	<p>Fiction Text (biographies) Sky Song</p> <p>Key LOs</p> <ul style="list-style-type: none"> predict what might happen from details stated and implied provide reasoned justifications for their views
<p>Only 5 weeks due to PGL Residential Trip</p>		<p>Week 6</p> 	<p>Non-Fiction Text (biographies) Hidden Figures</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)

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Year 6 Spring Term 1
(Linked to UL Writing Curriculum)
Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



(Gap filling/Test Analysis)
The Explorer Katherine Rundell

Key LOs

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

(Assessment Focus: Infer)

Week 2



(Gap filling/Test Analysis)
Marius the Giraffe killed at Copenhagen Zoo - Non-Fiction Text

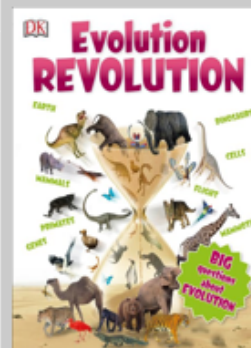
Key LOs

- retrieve, record and present information from non-fiction

(Assessment Focus: Retrieve)

Year 6 Spring Term 2
(Linked to UL Writing Curriculum)

Week 1



Non-Fiction Text (narrative non-fiction)
Evolution Revolution

Key LOs

- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)


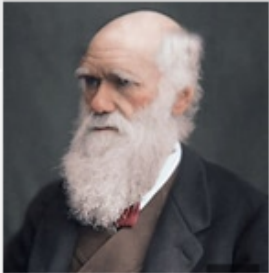


Week 2

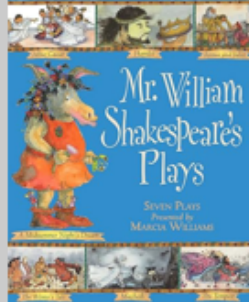


Poetry Text
The Hunting of The Snark by Lewis Carroll

Key LOs

- predict what might happen from details stated and implied
- provide reasoned justifications for their views

<p>Week 3</p> 	<p>(Gap filling/Test Analysis) Pig Heart Boy – Malorie Blackman Fiction</p> <p>Key LO's</p> <ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....") (Assessment Focus: Infer) 	<p>Week 3</p> 	<p>Fiction/Poetry Text (modern retellings – Shakespeare) Charles Darwin: History's most Famous Biologist by Kerry Lotzof Non-fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
<p>Week 4</p> 	<p>Fiction/Non-Fiction Text (discussion) The British (severs 60 million) Benjamin Zephaniah Poetry</p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?) 	<p>Week 4</p> 	<p>Fiction/Poetry Text (modern retellings – Shakespeare) McBeth William Shakespeare play</p> <p>Key LOs</p> <ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader <u>through the use of simile?</u> How do particular words and phrases affect how the reader feels about different characters?)

<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (discussion) The Crooked Sixpence by Jennifer Bell</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (journalism) What's So Special About Shakespeare? Michael Rosen Non-Fiction</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
<p>Week 6</p> 	<p>Non-Fiction Text (narrative non-fiction) Alice's Adventures in Wonderland- Lewis Carroll</p> <p>Key LOs</p> <ul style="list-style-type: none"> make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints) 	<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (journalism) <u>Cogheart</u> by Peter <u>Bunzl</u></p> <p>Key LOs</p> <ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

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Year 6 Summer Term 1

(Linked to UL Writing Curriculum)

Week 1 – 3: Gap Filling using PIRA Analysis

Week 1



(Gap filling/Test Analysis)

The Legend of Ghastly Jack Crowheart by Loretta Schauer

Key LOs

- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

(Assessment Focus: define)

Week 2



(Gap filling/Test Analysis)

The-Vanquishers-by-Kalynn-Bayron

Key LOs

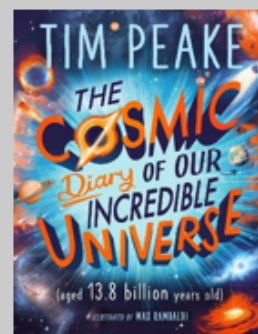
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")

(Assessment Focus: Infer)

Year 6 Summer Term 2

(Linked to UL Writing Curriculum)

Week 1



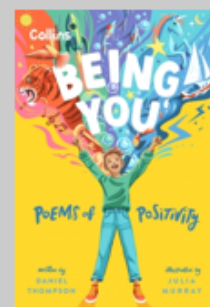
Fiction/Non-Fiction Text (fact or fiction?)

The-Cosmic-Diary-of-our-Incredible-Universe-by-Tim-Peake

Key LOs

- identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

Week 2


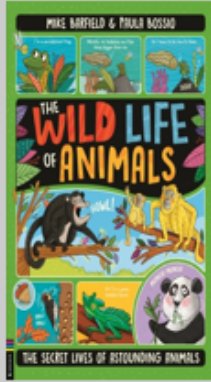




Poetry Text

Being-You-by-Daniel-Thompson

Key LOs

- prepare 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

<p>Week 3</p> 	<p>(Gap filling/Test Analysis) The Wolves in The Walls by Neil <u>Gaiman</u></p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea) <p>(Assessment Focus: Summary)</p>	<p>Week 3</p> 	<p>Fiction/Non-Fiction/Poetry Text The-Wild-Life-of-Animals-The-Secret-Lives-of-Astounding-Animals-by-Mike-Barfield</p> <p>Key LOs</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
<p>Week 4</p> 	<p>Fiction/Non-Fiction Text (class anthology) Tyger S F Said</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>Week 4</p> 	<p>Fiction/Non-Fiction/Poetry Text The-Light-in-Everything-by-Katya-Balen</p> <p>Key LOs</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

<p>Week 5</p> 	<p>Fiction/Non-Fiction Text (class anthology) Kensuke's Kingdom Michael Morpurgo</p> <p>Key LOs</p> <ul style="list-style-type: none"> • identify and discuss themes and conventions in and across a wide range of writing 	<p>Week 5</p> 	<p>Fiction/Non-Fiction/Poetry Text Wren-by-Lucy-Hope</p> <p>Key LOs</p> <ul style="list-style-type: none"> • identify and discuss themes and conventions in and across a wide range of writing
<p>Week 6</p> 	<p>Fiction/Non-Fiction Text (fact or fiction?) The Boy Who Made Monsters by Jenny Pearson</p> <p>Key LOs</p> <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • provide reasoned justifications for their views. 	<p>Week 6</p> 	<p>Fiction/Non-Fiction/Poetry Text And-Everything-Will-Be-Glad-to-See-You-by-Ella-Risbridger</p> <p>Key LOs</p> <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • provide reasoned justifications for their views.

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