



## Reading

### Overview

At William Hulme's, we value reading as a key life skill, which opens up so many opportunities for children. Our aim is to teach children not just to read the words on a page but to love reading and understand the importance of reading.

There are **six key principles** that shape our curriculum intent in reading, these are:

**Entitlement**- every pupil has the right to learn all aspects of the curriculum.

**Coherence**- learning is built upon term by term, as well as year-on-year.

**Adaptability**- our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.

**Representation**- a diverse and inclusive curriculum is provided, in which pupils see themselves.

**Mastery**- providing depth to learning.

**Education with Character**- opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

Our reading curriculum is designed to achieve a balance between developing the Instructional Agenda (the skill) and the Pleasure Agenda (the will). This curriculum intends to promote a love of reading for all pupils whilst creating life-long readers who have the skills to access all areas of the curriculum with independence and confidence so that they go on to be successful in Key Stage 3 and beyond. That empowerment will be achieved through our three underpinning aims:

The William Hulme's reading curriculum is based on the National Curriculum for (2014), and this is taken as a minimum entitlement for learners at William Hulme's. This is then implemented and enhanced through our three key strands:

- Code Breakers
- Meaning Makers
- Text Users

### Key Strands

Name	Definition
Code Breakers	Understand and apply knowledge of phonics and spelling patterns and use this to decode words with accuracy.
Meaning Makers	Understand the layout and how to use different genres and text types. Have an interest in words and their meanings, developing a rich and varied vocabulary.
Text Users	Read for pleasure as well as for information. Understand and respond to literature drawn from a range of cultures and literary heritage.

## Early Years

	Nursery	Reception	Assessment
Autumn Term	<p><b>Books used this term:</b> Nursery Rhymes, poems and songs Peace at last (Fiction) Dear Zoo (Fiction) It was a cold dark night (Fiction) Walters wonderful web (Fiction) Owl babies (Fiction) Changing seasons (Non-fiction) Celebrations (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Begin to remember and recall familiar rhymes</li> <li>• Begin to use intonation, rhythm and phrasing</li> <li>• Begin to understand how and why questions</li> </ul>	<p><b>Books used this term:</b> Nursery rhymes and action poems From head to toe (Fiction) Marvellous me (Fiction) Super Daisy (Fiction) Supertato (Fiction) Superworm (Fiction) People who help us texts (Non-fiction) Celebrations (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to longer stories and answer simple questions about them</li> <li>• Begin to hear initial sounds in words</li> <li>• Begin to understand and use recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded observations of children's learning and new skills displayed on learning journey walls</li> <li>• Review, verbal feedback, a range of questioning techniques</li> <li>• Summative phonics assessments half termly (Reception)</li> </ul>

	Nursery	Reception	Assessment
Spring Term	<p><b>Books used this term:</b> Nursery Rhymes, poems and songs Car car truck jeep The naughty bus (Fiction) I'm the bus driver (Fiction) People who help us texts (Non-fiction) The odd egg (Fiction) The hungry hen (Fiction) One fox (Fiction) The big sneeze (Fiction) Daisy Duckling (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations about stories and rhymes</li> <li>• Use a wider range of vocabulary</li> </ul>	<p><b>Books used this term:</b> Nursery Rhymes, poems and songs George and the dragon (Fiction) Not your typical dragon (Fiction) Don't let the dragon bite Zog (Fiction) The enormous turnip (Fiction) Olivers vegetables (Fiction) My bean diary (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Begin to retell short stories</li> <li>• Identify familiar letters, words and sentences in books</li> <li>• Describe things that have happened</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded observations of children's learning and new skills displayed on learning journey walls</li> <li>• Review, verbal feedback, a range of questioning techniques</li> <li>• Summative phonics assessments half termly (Reception)</li> </ul>

	Nursery	Reception	Assessment
Summer Term	<p><b>Books:</b> Nursery rhymes, poems and songs We're going on a lion hunt (Fiction) We're going on a bear hunt (Fiction) Handa's surprise (Fiction) Rain (Fiction) The hungry caterpillar (Fiction) Snail trail Butterfly information books (Non-fiction) Snail information books (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to familiar stories with increasing attention and recall</li> </ul>	<p><b>Books:</b> Nursery Rhymes, poems and songs On the way home (Fiction) The three little pigs (Fiction) The three billy goats gruff (Fiction) Little red riding hood (Fiction) 10 things I can do to help my world (Non-fiction) Tidy (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Begin to apply phonics knowledge to decode words</li> <li>• Retell rhymes and short stories with growing expression</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded observations of children's learning and new skills displayed on learning journey walls</li> <li>• Review, verbal feedback, a range of questioning techniques</li> <li>• Summative phonics assessments half termly (Reception)</li> <li>• End of year assessment for Early Learning goals</li> </ul>

# Year 1

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b> Bins, Bins, Bins! (Non-fiction) Cats and Big Cats (Non-fiction) Hop to the Log (Fiction) In the Cockpit (Non-fiction) Animal Crackers (Poetry) Slug Picnic (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Apply phonics knowledge and skills as the route to decode words</li> <li>Learn to appreciate rhymes and poems</li> <li>Begin to link what they read or hear read to their own experiences</li> </ul>	<p><b>Books explored this half term:</b> Go West Ox (Fiction) A Job for Jim (Fiction) This is My Pet (Non-Fiction) A Letter from Liverpool (Non-fiction) Pippa's Pets: Lost Dog (Fiction) Jen the Hen and a Hog for a Dog (Poetry) Zip and Zap and the Thing (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes</li> <li>To verbally explain their understanding of what is being read to them</li> <li>Recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments during every lesson include:</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>Summative phonics assessments half termly</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b> Lara helps out (Non-fiction) Cool cars (Non-fiction) Grow it back (Non-fiction) On the pond, in the park (Fiction) Let's eat lunch (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Read accurately by blending sounds in unfamiliar words that have already been taught</li> <li>Reread books to help build up fluency and confidence in word reading</li> <li>Discuss word meanings, linking new meanings to those already known</li> </ul>	<p><b>Books explored this half term:</b> Plant traps (Non-fiction) Zeke and the big sandcastle (Fiction) I like to collect (Non-fiction) Today I feel... (Fiction) Animal talent show (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Read aloud books that are consistent with their developing phonic knowledge</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments during every lesson include:</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>Summative phonics assessments half termly</li> <li>PIRA assessment</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b> In the fresh air (Non-fiction) Let's visit Paris (Non-fiction) Silver foil rocket (Fiction) My shell is too tight (Fiction) Fun at the pool (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Become very familiar with traditional tales, retelling them and considering their characteristics</li> <li>Make inferences on the basis of what is being said and done</li> </ul>	<p><b>Books explored this half term:</b> Senses (Non-fiction) Amazing trees (Non-fiction) Horribilly (Fiction) Missing Milly (Fiction) Where teachers keep their pets (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them</li> <li>Discuss the significance of the title and events</li> <li>Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments during every lesson include:</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>Summative phonics assessments half termly</li> <li>PIRA assessment</li> </ul>

## Year 2

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b>            Big Spider (Fiction)            Rabbits (Non-fiction)            The purple Muncher (Fiction)            City shapes (Poetry)            Origami (Non-fiction)            Coming to England (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge</li> <li>• Become increasingly familiar with &amp; retelling a wider range of stories, fairy, stories and traditional tales</li> </ul>	<p><b>Books explored this half term:</b>            King Julien            The itch factor (Fiction)            Fun festivals (Non-fiction)            Little red riding hood (Play script)            I'm riding on a giant (Poetry)            There's an octopus in my bed (Fiction)            Living in a castle (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Re-read books to build up fluency and confidence in word-reading</li> <li>• Ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Summative phonics assessments half termly</li> <li>• PIRA assessment</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b>            After dark (Non-fiction)            The hurricane tree (Fiction)            Goldilocks and the porridge problem (Fiction)            Tony Ross (Non-fiction)            Please Mrs Butler (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss views about contemporary poems</li> <li>• Explore non-fiction texts that are structured in a different way</li> <li>• Discuss the sequence of events in books</li> </ul>	<p><b>Books explored this half term:</b>            Grace Nichols (Poetry)            Prince Cinders- (Fiction)            Great fire of London (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss and clarify the meaning of words</li> <li>• Check that the text makes sense to them and correct inaccurate reading</li> <li>• Draw on background information and vocabulary provided</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Summative phonics assessments half termly</li> <li>• PIRA assessment</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b>            Just so stories (Poetry)            Wanted: Home for a toad (Poetry)            A planet full of plastic (Non-fiction)            Somebody crunched (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Draw on what they already know</li> <li>• Recite poetry with appropriate intonation</li> </ul>	<p><b>Books explored this half term:</b>            The legend of rock, paper, scissors (Fiction)            I am Sacagwea (Non-fiction)            A quiet little word (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss favourite words and phrases</li> <li>• Predict what might happen based on what has been read so far</li> <li>• Discuss how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

## Year 3

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b>            Little Red Reading Hood (Fiction)            Rick Spotter (Non-fiction)            The Three Pigs (Fiction)            I Think My Dad is Dracula (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways</li> <li>• Number the sequence of events within a text</li> <li>• Retell some books orally</li> </ul>	<p><b>Books explored this half term:</b>            The Day the Crayons Quit (Fiction)            Let's Invent a Monster (Poetry)            Planet Omar (Fiction)            Stone Age Boy (Fiction)            Into The Forest (Fiction)            Meet the Ancient Egyptians (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Identify key features of a particular author</li> <li>• Infer a character's feeling and thoughts</li> <li>• Participate in discussion about books that have been read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b>            David Attenborough (Non-fiction)            a Sea Creature Ate My Teacher (Poetry)            Dog Man (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Retrieve and record from non-fiction</li> <li>• Ask questions to improve their understanding of a text</li> <li>• Discuss authors' choice of words and phrases for effect.</li> </ul>	<p><b>Books explored this half term:</b>            The Kew Gardens Children's Cookbook (Non-fiction)            The Worst Witch (Fiction)            Revolting Rhymes (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of books</li> <li>• Perform poetry showing understanding through intonation, tone and volume</li> <li>• Identify a theme within a text</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b>            The Street Beneath My Feet (Non-fiction)            Beegu (Fiction)            Earth-shattering Events (Non-fiction)            Escape from Pompeii (Fiction)            Prove it &amp; ? (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated</li> <li>• Identify how presentation contributes to meaning</li> <li>• Begin to make simple comparisons within texts and between texts.</li> </ul>	<p><b>Books explored this half term:</b>            Three Cheers for Women (Non-fiction)            Play Time: Plays for All Ages (Fiction)            Greek Myths (Fiction)            The Day the War Came (Fiction)            Find Me (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Begin to summarise ideas from more than one paragraph</li> <li>• Increase their familiarity with a wide range of books including myths and legends</li> <li>• Justify predictions using evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

## Year 4

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b> Cally and Jimmy (Fiction) Interview with a Tiger (Fiction) My Shadow (Poetry) Nature Guide: Birds (Non-fiction) Young, Gifted and Black (Fiction) Journey back to Freedom (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Use dictionaries to check the meaning of words</li> <li>• Retrieve and record information from a range of texts</li> </ul>	<p><b>Books explored this half term:</b> Amelia Fang (Fiction) From My Window (Fiction) Axolotl at Bedtime (Poetry) Silas and the Marvellous Misfits (Fiction) The Maya (Non-fiction) Frida Kahlo (Non-fiction) Edie and the box of Flits (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Identify themes in a wide range of books</li> <li>• Justify inferences with evidence</li> <li>• Predict what might happen from details implied</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b> The legend of Kevin (Fiction) Pugs of the Frozen North (Fiction) Dada's stories (Poetry) The Hatmakers (Fiction) Early Islamic Civilisation (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussion about books that they have read and been read to them</li> <li>• Identify how presentation contributes to meaning</li> <li>• Explain the meaning of words in context</li> </ul>	<p><b>Books explored this half term:</b> Great Women who Made History (Non-fiction) You are (Poetry) The Secret of Splint Hall (Fiction) Cameron Battle (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Make comparisons within texts and across texts</li> <li>• Identify how language contributes to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b> A Worry (Poetry) Armadillo and Hare (Fiction) You Can Cook Tasty Food (Relate) Olympic Poems (Poetry) Fairytale Times (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas from more than one paragraph and summarise them</li> <li>• Increase their familiarity with a wide range of books, including fairytales</li> <li>• Listen to and discuss a wide range of books including plays</li> </ul>	<p><b>Books explored this half term:</b> The playground script (Fiction) All to Play For (Fiction) Ghost Cloud (Fiction) Emmeline Pankhurst (Non-fiction) Nothing to Do (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Identify how structure contributes to meaning</li> <li>• Recognise some different forms of poetry</li> <li>• Draw inferences from a character's actions</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

## Year 5

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b> Hidden Figures (Non-fiction) Twitch (Fiction) Street Child (Fiction) Still I Rise (Poetry) The Boy at the Back of the Class (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways</li> <li>• retrieve and record information from non-fiction</li> <li>• Increase their familiarity with a wide range of books including modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>	<p><b>Books explored this half term:</b> Wonder (Fiction) The Lion, the Witch and the Wardrobe (Fiction) The Deepest Dive (Non-fiction) The Walrus and the Carpenter (Poetry) Kick it (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read</li> <li>• Make comparisons within books</li> <li>• Identify and discuss themes in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b> Amazing Muslims who Changed the World (Non-fiction) Collected plays (Fiction) The Night Mail (Poetry) A Series of Unfortunate Events (Fiction) Water Cycles (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Provide relevant justifications for their views</li> <li>• Read books that are structured in different ways and read for a range of purposes</li> <li>• Ask questions to improve their understanding</li> </ul>	<p><b>Books explored this half term:</b> The Hobbit (Fiction) The Storyteller (Poetry) So You Think You've Got It Bad? A Kid's Life in Ancient Rome (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Check that the book makes sense to them, discussing their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b> Danny: Champion of the World (Fiction) Earth Heroes (Non-fiction) Malala-my story of standing up for girl's rights (Non-fiction) Food for Thought (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• Provide justifications for their views</li> </ul>	<p><b>Books explored this half term:</b> On the Move: Poems About Migration (Poetry) Look Both Ways (Fiction) Fantastically Great Women Who Saved the Planet (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss how authors use language, including figurative language, considering the impact on the reader</li> <li>• Prepare poems and plays to read aloud and to perform</li> <li>• Summarise the main ideas drawn from more than 1 paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• PIRA assessments termly</li> </ul>

## Year 6

	Term 1	Term 2	Assessment
Autumn Term	<p><b>Books explored this half term:</b> Skellig (Fiction) Marcus Rashford: You are a Champion (Non-fiction) Caged Bird (Poetry)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Discussing their understanding and explore the meaning of words in context</li> <li>• Read books that are structured in different ways and read for a range of purposes</li> </ul>	<p><b>Books explored this half term:</b> Charlotte’s Web (Fiction) Ghost Boys (Fiction) Kids Fight Climate Change (Non-fiction) Be the Change (Poetry) Everyday Magic (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• Mock SATS assessments</li> </ul>

	Term 1	Term 2	Assessment
Spring Term	<p><b>Books explored this half term:</b> The Haunting of Aveline Jones- Fiction Survivors- Non-fiction Aleppo Cat- Poetry</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Predict what might happen from details stated and implied</li> <li>• Increase their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage</li> </ul>	<p><b>Books explored this half term:</b> Viking voyagers (Non-fiction) Diary of Anne Frank (Non-fiction) Refugees (Poetry) Welcome to Nowhere (Fiction) 100 Scientists who Made History (Non-fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Learn a wider range of poetry by heart</li> <li>• Ask questions to improve their understanding</li> <li>• Make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• Mock SATS assessments</li> </ul>

	Term 1	Term 2	Assessment
Summer Term	<p><b>Books explored this half term:</b> River Boy (Fiction) Playscript (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Challenge views courteously when participating in discussion about books</li> <li>• Identify and discuss themes and conventions in and across a wide range of books</li> <li>• Recommend books that they have read to their peers, giving reasons</li> </ul>	<p><b>Book explored this half term:</b> The Lion Above the Door (Fiction)</p> <p><b>Overview of skills:</b></p> <ul style="list-style-type: none"> <li>• Maintain a focus on the topic and use notes where necessary to show an understanding of what has been read.</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Prepare poems and plays to read aloud and to perform</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include:</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks</li> <li>• Comprehension and review of reading skills</li> <li>• Mock SATS assessments</li> </ul>

Useful Resources for Supporting Your Child at Home:	Homework ideas: