

Year 1 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Avocado Baby Hansel and Gretel	Stone soup The elephant and the bad baby	The elves and the shoemaker What the Lady Bird Heard	You can't take an elephant on the bus The tiger who came to tea	Where the wild things are Little Red Riding Hood	Rumpelstiltskin Beegu	Everywhere bear Night monkey day monkey
Step back recap							
Text for guided reading	Everywhere Bear	Grizzly bear, grizzly bear – poetry	Non fiction text linked to topic				
Content domain(s) focus for the week	Can I predict?	Can I predict?	Can I retrieve?	Can I define?	Can I sequence?	Can I define? Can I retrieve?	Can I retrieve?
National Curriculum objectives Ongoing: Develop pleasure in reading, motivation to	-listening to and discussing stories at a level beyond that at which they can read independently	-listening to and discussing stories at a level beyond that at which they can read independently	-listening to and discussing stories at a level beyond that at which they can read independently	-listening to and discussing stories at a level beyond that at which they can read independently	-listening to and discussing stories at a level beyond that at which they can read independently	- listening to and discussing poetry at a level beyond that at which they can read independently	-listening to and discussing non-fiction at a level beyond that at which they can read independently

<p>read, vocabulary and understanding by:</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>	<ul style="list-style-type: none"> -encouraged to link what they read or hear read to their own experiences -drawing on what they already know or on background information and vocabulary provided by the teacher -predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> -encouraged to link what they read or hear read to their own experiences - becoming familiar with key stories and considering their particular characteristics -drawing on what they already know or on background information and vocabulary provided by the teacher -predicting what might happen on the basis of what has been read so far - participate in discussion about what is 	<ul style="list-style-type: none"> - becoming very familiar with key stories, retelling them and considering their particular characteristics - discussing word meanings, linking new meanings to those already known -drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting 	<ul style="list-style-type: none"> - becoming very familiar with key stories, retelling them and considering their particular characteristics - discussing word meanings, linking new meanings to those already known -drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting 	<ul style="list-style-type: none"> -encouraged to link what they read or hear read to their own experiences - recognising and joining in with predictable phrases - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events -participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> - recognising and joining in with predictable phrases - Learning to appreciate some rhymes and to recite some by heart. -Discuss the significance of the title and events. -Discussing word meanings linking new meanings to those already known 	<ul style="list-style-type: none"> -checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and content -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them.
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		read to them, taking turns and listening to what others say	inaccurate reading -explain clearly their understanding of what is read to them.	inaccurate reading -explain clearly their understanding of what is read to them.	-explain clearly their understanding of what is read to them.		
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Year 1 – Spring 2							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	The snail and the whale	Cinderella	Rapunzel	Hansel and Gretel	The princess and the pea	Rumpelstiltskin	Billy goats gruff
Step back recap							
Text for guided reading	The snail and the whale	The snail and the whale	The snail and the whale	The snail and the whale	The snail and the whale	The day the zoo escaped	Non fiction text linked to topic
Content domain(s) focus for the week	Can I predict?	Can I retrieve?	Can I infer?	Can I define?	Can I sequence?	Can I define? Can I retrieve?	Can I retrieve?
National Curriculum objectives Ongoing: -word reading -develop pleasure in reading, motivation to read, vocabulary and understanding by:	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -discussing word meanings,	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -drawing on what they already know or on background information and vocabulary provided by the teacher	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -making inferences on the basis of what is being said and done	-recognising and joining in with predictable phrases -discussing word meanings, linking new meanings to those already known -participate in discussion about what is read to them, taking turns and listening to what others say	-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to	-Learning to appreciate some rhymes and poems and to recite some by heart. -discuss the significance of the title and events. -discussing word meanings linking those already known	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -drawing on what they already know or on background information and vocabulary provided by the teacher

<p>- understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>linking new meanings to those already known</p> <p>-discussing the significance of the title and events</p> <p>-predicting what might happen on the basis of what has been read so far</p> <p>-participate in discussion about what is read to them, taking turns and listening to what others say</p>			<p>-explain clearly their understanding of what is read to them</p>	<p>recite some by heart</p> <p>-discussing word meanings, linking new meanings to those already known</p>		
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Year 2 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	The flower Dear Green-peace	Pumpkin soup The blue balloon	The giraffe, the Pelly and me	The giraffe, the Pelly and me	The Hodeheg	The Hodeheg	The Hodeheg
Step back recap							
Text for guided reading	The day the crayons quit	The day the crayons quit	The day the crayons quit	The day the crayons quit	Animals adapt – non-fiction	The Cave – Tony Mitton	Ladybirds – non-fiction
Content domain(s) focus for the week	Can I define?	Can I retrieve?	Can I retrieve?	Can I infer? Can I sequence?	Can I retrieve?	Can I define? Can I retrieve?	Can I retrieve?
National Curriculum objectives Ongoing: -word reading -develop pleasure in reading, motivation to read,	-listening to, discussing and expressing views about contemporary, stories at a level beyond recognising simple recurring literary language in stories	-listening to, discussing and expressing views about contemporary, stories at a level beyond recognising simple recurring literary language in stories	-listening to, discussing and expressing views about contemporary, stories at a level beyond recognising simple recurring literary language in stories	-listening to, discussing and expressing views about range of contemporary stories -discussing the sequence of events in books and how items	listening to, discussing and expressing views about non-fiction at a level beyond that at which they can read independently -being introduced to non-fiction	listening to, discussing and expressing views about contemporary and classic poetry, -recognising simple recurring literary language in poetry	listening to, discussing and expressing views about non-fiction at a level beyond that at which they can read independently -being introduced to non-fiction

<p>vocabulary and understanding by:</p> <p>- understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to</p>	<p>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to</p>	<p>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</p>	<p>of information are related</p> <p>- becoming increasingly familiar with and retelling a wider range of stories</p> <p>- making inferences on the basis of what is being said and done</p> <p>- answering and asking questions</p> <p>- explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</p>	<p>books that are structured in different ways</p> <p>- answering and asking questions</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>- discussing their favourite words and phrases</p> <p>- continuing to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</p> <p>Discussing word meanings linking new meanings to those already known</p>	<p>books that are structured in different ways</p> <p>- answering and asking questions</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</p>
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	what others say	what others say					
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Year 2 – Spring 2							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	The owl who was afraid of the dark	The owl who was afraid of the dark	The owl who was afraid of the dark	The owl who was afraid of the dark	Who's afraid of the big bad book	Paddington Paddington goes to the zoo	Paddington Paddington goes to the zoo
Step back recap							
Text for guided reading	Paddington	Paddington Non-fiction text to link to topic	Paddington	Paddington	Dear Greenpeace	Dear Greenpeace	A smile – Jez Alborough – poetry
Content domain(s) focus for the week	Can I retrieve?	Can I retrieve?	Can I define?	Can I retrieve? Can I sequence?	Can I retrieve?	Can I retrieve?	Can I define? Can I retrieve?
National Curriculum objectives Ongoing: -word reading -develop pleasure in reading, motivation to	-listening to, discussing and expressing views about stories at a level beyond that at which they can read independently	-listening to, discussing and expressing views about stories at a level beyond that at which they can read independently	-listening to, discussing and expressing views about contemporary, stories at a level beyond -discussing and clarifying the meanings of	-listening to, discussing and expressing views about range of contemporary stories -discussing the sequence of events in books	-listening to, discussing and expressing views about range of contemporary stories -explain and discuss their	-listening to, discussing and expressing views about range of contemporary stories -explain and discuss their	-listening to, discussing and expressing views about contemporary and classic poetry, -recognising simple recurring

<p>read, vocabulary and understanding by:</p> <p>- understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>- explain and discuss their understanding of books</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p>	<p>- explain and discuss their understanding of books</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>words, linking new meanings to known vocabulary</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>and how items of information are related</p> <p>- becoming increasingly familiar with and retelling a wider range of stories</p> <p>- answering and asking questions</p> <p>- explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</p>	<p>understanding of books</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>understanding of books</p> <p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- answering and asking questions</p> <p>- explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</p>	<p>literary language in poetry</p> <p>- discussing their favourite words and phrases</p> <p>- continuing to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</p> <p>- discussing word meanings linking new meanings to those already known</p>
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Year 3 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Fantastic Mr Fox	Fantastic Mr Fox	Fantastic Mr Fox	The Creakers	The Creakers	The Creakers	The Creakers
Step back recap							
Text for guided reading	The Barnabus project	The Barnabus project	The Barnabus project	The Barnabus project	The Barnabus project	Fantastic Mr Fox	Fantastic Mr Fox
Content domain(s) focus for the week	Can I predict?	Can I define? Can I retrieve?	Can I infer?	Can I compare?	Can I summarise?	Can I predict?	Can I define?
National Curriculum objectives Pupils should be taught to: develop positive attitudes to reading and	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading for	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading for	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading for	-listening to and discussing a wide range of fiction -reading books that are structured in different ways and reading for

<p>understanding of what they read by:</p> <p>understand what they read, in books they can read independently, by:</p>	<p>for a range of purposes</p> <ul style="list-style-type: none"> - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - predicting what might happen from details stated and implied 	<p>a range of purposes</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - asking questions to improve their understanding of a text 	<p>for a range of purposes</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>a range of purposes</p> <ul style="list-style-type: none"> - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - identifying how language, structure, and presentation contribute to meaning 	<p>for a range of purposes</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these 	<p>a range of purposes</p> <ul style="list-style-type: none"> - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - predicting what might happen from details stated and implied 	<p>a range of purposes</p> <ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination - predicting what might happen from details stated and implied
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	<p>-asking questions to improve their understanding of a text</p> <p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>-asking questions to improve their understanding of a text</p> <p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>-asking questions to improve their understanding of a text</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>-identifying how language, structure, and presentation contribute to meaning</p>	<p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>-identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>-identifying how language, structure, and presentation contribute to meaning</p>	<p>-asking questions to improve their understanding of a text</p> <p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
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Year 4 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Why the whales came	Why the whales came					
Step back recap							
Text for guided reading	This morning I met a whale	This morning I met a whale	This morning I met a whale The Salmon Run – poetry	This morning I met a whale	This morning I met a whale	This morning I met a whale	Blue whales – non fiction
Content domain(s) focus for the week	Can I predict?	Can I infer?	Can I define?	Can I predict? Can I summarise?	Can I retrieve?	Can I compare? Can I retrieve?	Can I retrieve?
National Curriculum objectives Ongoing Word reading develop positive attitudes to reading and	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wider range of fiction -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wider range of fiction -increasing their familiarity with a wide range of books, and retelling	-listening to and discussing a wider range of non-fiction, texts and reference books -reading books that are struc-

<p>understanding of what they read by:</p> <p>understand what they read, in books they can read independently, by:</p>	<p>some of these orally</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, - predicting what might happen from details stated and implied - participate in discussion about books, taking turns and listening to what others say 	<p>some of these orally</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text - drawing inferences from their actions, and justifying inferences with evidence 	<p>some of these orally</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - identifying how language, structure, and presentation contribute to meaning - participate in discussion about books, taking turns and listening to what others say 	<p>some of these orally</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - participate in discussion about books, taking turns and listening to what others say 	<p>some of these orally</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text - participate in discussion about books, taking turns and listening to what others say 	<p>some of these orally</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text - identifying themes and conventions in a wide range of books - participate in discussion about books, taking turns and listening to what others say 	<p>ured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text - retrieve and record information from non-fiction
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Year 4 – Spring 2							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	The firework maker's daughter	The firework maker's daughter					
Step back recap							
Text for guided reading	Voices in the park	The Jumblies By Edward Lear	The Jumblies By Edward Lear				
Content domain(s) focus for the week	Can I predict?	Can I retrieve?	Can I infer?	Can I compare?	Can I define?	Can I relate?	Can I explain?
National Curriculum objectives Ongoing Word reading develop positive attitudes to reading and understanding of what they read by:	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling some of these orally	-listening to and discussing a wider range of fiction -increasing their familiarity with a wide range of books, and retelling some of these orally	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling some of these orally	-listening to and discussing a wider range of fiction -increasing their familiarity with a wide range of books, and retelling some of these orally	-listening to and discussing a wide range of fiction, -increasing their familiarity with a wide range of books, and retelling some of these orally	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - preparing poems and play scripts to read aloud and to	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - preparing poems and play scripts to

<p>understand what they read, in books they can read independently, by:</p>	<p>-checking that the text makes sense to them, - predicting what might happen from details stated and implied</p> <p>-participate in discussion about books, taking turns and listening to what others say</p>	<p>-asking questions to improve their understanding of a text</p> <p>-participate in discussion about books, taking turns and listening to what others say</p>	<p>-asking questions to improve their understanding of a text</p> <p>-drawing inferences from their actions, and justifying inferences with evidence</p> <p>-</p>	<p>-identifying themes and conventions in a wide range of books</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>-participate in discussion about books, taking turns and listening to what others say</p>	<p>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>-participate in discussion about books, taking turns and listening to what others say</p>	<p>perform, showing understanding through intonation, tone, volume and action</p> <p>- recognising some different forms of poetry (for example, free verse, narrative poetry)</p>	<p>read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>- discussing words and phrases that capture the reader's interest and imagination</p> <p>-recognising some different forms of poetry (for example, free verse, narrative poetry)</p> <p>- identifying how language, structure, and presentation contribute to meaning</p>
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Year 5 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Pax	Pax	Pax	Pax	Boy at the back of the class	Boy at the back of the class	Boy of the back the class
Step back recap							
Text for guided reading	The Journey	The Journey	The Journey	The Journey Calais Jungle - non-fiction We Refugees - Benjamin Zephaniah	Boy at the back of the class	Boy at the back of the class	Boy at the back of the class
Content domain(s) focus for the week	Can I predict?	Can I retrieve?	Can I retrieve? Can I infer?	Can I summarise?	Can I retrieve?	Can I infer?	Can I explore?
National Curriculum objectives Ongoing Word reading	-read and discuss an increasing range of fiction -increasing their familiarity with a wide	-read and discuss an increasing range of fiction increasing their familiarity with a wide range of	-read and discuss an increasing range of fiction - increasing their familiarity with a wide	-read and discuss an increasing range of fiction and non-fiction - reading books that are	-read and discuss an increasing range of fiction increasing their familiarity with a wide range of	-read and discuss an increasing range of fiction - increasing their familiarity with a wide	-read and discuss an increasing range of fiction increasing their

<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>understand what they read by:</p>	<p>range of books, including legends and traditional stories</p> <ul style="list-style-type: none"> -predicting what might happen from details stated and implied -explain and discuss their understanding of what they have read, -provide reasoned justifications for their views 	<p>books, including legends and traditional stories</p> <ul style="list-style-type: none"> - asking questions to improve their understanding -explain and discuss their understanding of what they have read, -provide reasoned justifications for their views 	<p>range of books, including legends and traditional stories</p> <ul style="list-style-type: none"> - asking questions to improve their understanding -drawing inferences such as inferring -explain and discuss their understanding of what they have read, -provide reasoned justifications for their views 	<p>structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction 	<p>books, including legends and traditional stories</p> <ul style="list-style-type: none"> - asking questions to improve their understanding -explain and discuss their understanding of what they have read, -provide reasoned justifications for their views 	<p>range of books, including legends and traditional stories</p> <ul style="list-style-type: none"> -drawing inferences such as inferring -participate in discussions about books that are read to them building on their own and others' ideas and challenging views courteously -provide reasoned justifications for their views 	<p>familiarity with a wide range of books, including legends and traditional stories</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -discuss and evaluate how authors use language, considering the impact on the reader
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<p>understand what they read by:</p>	<ul style="list-style-type: none"> -predicting what might happen from details stated and implied -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -explain and discuss their understanding of what they have read, 	<ul style="list-style-type: none"> -recommending books that they have read to their peers, giving reasons for their choices -identifying and discussing themes and conventions in and across a wide range of writing -predicting what might happen from details stated and implied -provide reasoned justifications for their views 	<ul style="list-style-type: none"> -predicting what might happen from details stated and implied -provide reasoned justifications for their views -participate in discussions about books building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -asking questions to improve their understanding 	<ul style="list-style-type: none"> -identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 		<p>traditional stories</p>
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Year 6 – Spring 1							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone
Step back recap							
Text for guided reading	The Watertower	The Watertower Viki explores (non-fiction)	The Watertower Thames fiction text extract	SATs 3 mark questions examples	There's a boy in the girl's bathroom	There's a boy in the girl's bathroom I opened a book (poetry)	There's a boy in the girl's bathroom Dogs (non-fiction)
Content domain(s) focus for the week	Can I predict?	Can I define?	Can I retrieve? Can I infer?	Can I retrieve?	Can I predict?	Can I infer?	Can I define?
National Curriculum objectives Ongoing: Word reading	-continuing to read and discuss an increasingly wide range of fiction, -Increasing their familiarity	-continuing to read and discuss an increasingly wide range of fiction and non-fiction	continuing to read and discuss an increasingly wide range of fiction -Increasing their familiarity with a		-continuing to read and discuss an increasingly wide range of fiction, -Increasing their familiarity	-continuing to read and discuss an increasingly wide range of fiction and poetry	-continuing to read and discuss an increasingly wide range of fiction and non-fiction

<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>understand what they read by:</p>	<p>with a wide range of books</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - predicting what might happen from details stated and implied - identifying how language, structure and presentation contribute to meaning - participate in discussions about books, building on their own and others' ideas and challenging views courteously 	<p>-Increasing their familiarity with a wide range of books</p> <ul style="list-style-type: none"> - reading books that are structured in different ways and reading for a range of purposes - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - provide reasoned justifications for their views. 	<p>wide range of books</p> <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences and justifying inferences with evidence - participate in discussions about books building on their own and others' ideas and challenging views courteously 		<p>with a wide range of books</p> <ul style="list-style-type: none"> - distinguish between facts and opinions - asking questions to improve their understanding - predicting what might happen from details stated and implied - participate in discussions about books, building on their own and others' ideas and challenging views courteously 	<p>-Increasing their familiarity with a wide range of books</p> <ul style="list-style-type: none"> - drawing inferences, and justifying inferences with evidence - asking questions to improve their understanding - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<p>-Increasing their familiarity with a wide range of books</p> <ul style="list-style-type: none"> - reading books that are structured in different ways and reading for a range of purposes - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - provide reasoned justifications for their views.
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Year 6 – Spring 2							
	Week one	Week two	Week three	Week four	Week five	Week six	Week seven
Drop everything and read text	Harry Potter and the philosophers stone	SATS week	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone	Harry Potter and the philosophers stone
Step back recap							
Text for guided reading	There's a boy in the girl's bathroom		There's a boy in the girl's bathroom	There's a boy in the girl's bathroom	There's a boy in the girl's bathroom	The island	Non-fiction – debate week
Content domain(s) focus for the week	Can I summarise?		Can I retrieve? Can I infer?	Can I relate?	Can I compare?	Can I infer?	Can I explain? Can I relate?
National Curriculum objectives Ongoing: Word reading maintain positive attitudes to reading and	-continuing to read and discuss an increasingly wide range of fiction, -Increasing their familiarity with a wide range of books		continuing to read and discuss an increasingly wide range of fiction -Increasing their familiarity with a wide range of books -checking that the book makes	-asking questions to improve understanding -participate in discussions about books, building on their own and others' ideas and challenging	-continuing to read and discuss an increasingly wide range of fiction, -increasing their familiarity with a wide range of books	-continuing to read and discuss an increasingly wide range of fiction -increasing their familiarity with a wide range of books	-continuing to read and discuss an increasingly wide range of fiction and non-fiction -increasing their familiarity with a wide range of books

<p>understanding of what they read by:</p> <p>understand what they read by:</p>	<ul style="list-style-type: none"> -asking questions to improve their understanding -predicting what might happen from details stated and implied -identifying how language, structure and presentation contribute to meaning, -participate in discussions about books, building on their own and others' ideas and challenging views courteously 		<p>sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - drawing inferences and justifying inferences with evidence - participate in discussions about books building on their own and others' ideas and challenging views courteously 	<p>views courteously</p>	<ul style="list-style-type: none"> -asking questions to improve their understanding -predicting what might happen from details stated and implied -identifying how language, structure and presentation contribute to meaning -participate in discussions about books, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> -drawing inferences, and justifying inferences with evidence -asking questions to improve their understanding -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a 	<ul style="list-style-type: none"> -reading books that are structured in different ways and reading for a range of purposes -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - provide reasoned justifications for their views.
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						<i>wide range of writing</i>	
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