

| Year 3 | Texts/ Novels | Literacy Overview | Extracts | Topic | Intervention | Developing readers |
|---|--|---|--|---|--|--|
| 1 st half 7wks | Chocolate Factory- poverty/wealth | <i>Description</i> <i>Recount</i> <i>Persuasive texts</i> <i>Non Chronological reports</i> <i>Explanation text</i> <i>Story in an imaginary world</i> | Fiction CGP Year 3 Harriet's Hare, The Demon Headmaster, My name is Mina and The Secret History of Tom Trusbeard Stories from Around the World, Alice in Wonderland , Storyteller-awesome book of stories And Aesop's Fables Complete English A stormy night at the brook, Mammoth encounter and A strange flower | Chocolate-From bean to bar Fair Trade Marc Chagall Christianity Loss and bereavement- Badger's parting gifts. Moving & Growing & Helping Plants Weather World Map-map and mapping skills Victorians/Tudors (King Richard) Islam Emotions Magnets & Springs Ancient Egypt Festivals and Celebrations Creation and Green Issues What to do in an emergency-E Safety Athletics | 6-10 chdn Phase 4, 5 & 6 Letters and Sounds Year 2 Word Reading Reading and Writing sentences Year 1 or Yr2 Texts Summarising Predicting Literal questions Character Study | <u>Learning (Comprehension strategies)</u> 1. Questioning – pupils generate their own question 2. Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall 3. Prediction – pupils predict what might happen as a text is read 4. Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc. 5. Inference – pupils infer the meaning of sentences from their context 6. Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning <u>Skills (fluent reading capabilities)</u> |
| Term 1 2 nd half 8 wks | The Wizard of Oz- loneliness, finding home, friendship, fear Lady Daisy-sexism | <i>Spellings</i> Story with dilemma <i>Non Chronological reports</i> Plays Stories with historical settings Stories from different cultures Newspaper report Balanced Argument | Poetry CGP Year 3 Nature Trail, Daddy fell into the pond and Poems about Crocodiles Complete English I remember, I remember | | | |
| Term 2 1 st half 7wks | <i>Short Texts</i> Diary of Killer Cat- humour and sarcasm Non-Fiction texts linked to History topic layout | <i>Spellings</i> Newspaper report Balanced Argument | Non-Fiction CGP Year 3 High Adventure, Building Stonehenge, Let's get growing, Robotic Baby Penguin And Jellyfish in the UK | | | |
| Term 2 2 nd half 6wks | Poetry - language Play Scripts- performance | <i>Spellings</i> | | | | |
| Term 3 1 st half 6 wks | Comprehension Revision with a focus on written answers | Letter Book review <i>Grammar & Punct.</i> | | | | |
| Term 3 2 nd half 6wks | The BFG – fear, bullying, friendship George's Marvellous Medicine | Narrative Instructions Persuasive advert Poetry Book Project | Children's Encyclopaedia Transport (project Geography) Kill or Cure-grisly medicine of History Pirates-DK find out! Complete English I do like to be beside the seaside, An edible town, Maya books, Snowdrifts, Making a living in India, Journey to the moon, Change in Victorian times, Making a Viking meal, Frogs, Greek school diary, The battle of Stamford Bridge and River Nile Fact Sheet | | Guided oral reading instruction – text modelled by teacher and pupils read the same text aloud; and repeated reading – pupils re-read text a number of times | Language Comprehension -background knowledge -vocabulary -language structures -verbal reasoning -literacy knowledge Word Recognition -sight recognition -decoding -phonological awareness |

| Year 4 | Texts/ Novels | Literacy Overview | Extracts | Topic | intervention | Developing readers |
|---|---|---|---|--|---|---|
| Term 1 1st half 7wks Term 1 2nd half 8 wks | <i>Short Text</i> The Sea of Tranquillity- <i>aspirations, hope, dreams</i> The Hodgeheg- <i>language, family, safety</i> Room 13 – <i>fear, suspense</i> The Iron Man- <i>environment, outsider</i> | Description Story Opening Myths & Legends Letter to you future self Persuasive advert Recount planning and narrative <i>Spelling strategies and spelling test</i> | <p style="text-align: center;">Fiction</p> <i>Anthology 4</i> <i>The Fallen Elephant, Baboushka , The Glass Cupboard, Mouldy's Orphan and A walk down the pier</i> <i>The Lost Thing-Sean Tan</i> <i>CGP Year 4</i> <i>The Dragonsitter's Island, Julius Caesar's Goat, The story of Nu Wa, Escape from Germany and The Lion, the Witch and the Wardrobe</i> | Materials& Rocks and Soils Europe Water Investigating Pattern & Printing Monet-painting Bread snacks What does it mean to be a Hindu? Loss and bereavement– M Rosen's SAD. Ukuleles Sound & Light and Shadow Festival and Celebrations Habitats & Teeth & Eating Romans, Vikings & Anglo Saxons Animals around the world Study artists: Miro Turner-Painting What does it mean to be a Sikh? London | <p style="text-align: center;">6 children</p> Assessment of word reading Year 2 & 3 words Words from Yr1,2 and 3 spelling list Year 3 simple text | <p><u>Learning (Comprehension strategies)</u></p> <ol style="list-style-type: none"> 1.Questioning – pupils generate their own question 2.Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall 3.Prediction – pupils predict what might happen as a text is read 4.Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc. 5.Inference – pupils infer the meaning of sentences from their context 6.Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning |
| Term 2 1st half 7wks | Bill's new frock- <i>sexism</i> Non Fiction texts-with a focus on vocabulary and answering questions <i>layout</i> | Non-chronological report Instructions Story Letters, invitations and cards Story setting Character descriptions | <p style="text-align: center;">Poetry</p> <i>A girl called Dog-Nicola Davies</i> <i>Complete English 4- Fire in the Monastery, The Secret Garden and The new clothes</i> | Festival and Celebrations Habitats & Teeth & Eating Romans, Vikings & Anglo Saxons Animals around the world Study artists: Miro Turner-Painting What does it mean to be a Sikh? London | Novel study- Roald Dahl book and produce pieces of writing linked to chapters Comprehension revision with focus on written answers | <p><u>Skills (fluent reading capabilities)</u></p> |
| Term 2 2nd half 6wks | Poetry | <i>Spellathon</i> | <p style="text-align: center;">Non-Fiction</p> <i>Anthology 4</i> <i>The Bully Asleep and I wish</i> <i>Anthology 5</i> <i>A dancing Bear</i> <i>CGP Year 4</i> GRRRR <i>Coram Boy-Play</i> <i>Poems about the Weather</i> <i>Complete English 4- Summer Sun</i> | Festival and Celebrations Habitats & Teeth & Eating Romans, Vikings & Anglo Saxons Animals around the world Study artists: Miro Turner-Painting What does it mean to be a Sikh? London | Comprehension revision with focus on written answers | <p><u>Language Comprehension</u></p> <ul style="list-style-type: none"> -background knowledge -vocabulary -language structures -verbal reasoning -literacy knowledge |
| Term 3 1st half 4 wks | Comprehension Revision with a focus on written answers | Poetry Grammar and Punctuation revision | <p style="text-align: center;">Non-Fiction</p> <i>CGP Year 4</i> Geocaching, Armoured Dinosaurs, An interview with Tim Peake and A letter from Barack Obama National Theatre Wizards and Witches The Olympic Games Pirates | Study artists: Miro Turner-Painting What does it mean to be a Sikh? London | Comprehension revision with focus on written answers | <p><u>Word Recognition</u></p> <ul style="list-style-type: none"> -sight recognition -decoding -phonological awareness |
| Term 3 2nd half 6wks | Novel Study linked to Literacy | How to use the Dewey Decimal system Performance poetry Project work – authors and books Play-scripts and performance | <p style="text-align: center;">Non-Fiction</p> <i>CGP Year 4</i> Geocaching, Armoured Dinosaurs, An interview with Tim Peake and A letter from Barack Obama National Theatre Wizards and Witches The Olympic Games Pirates | Study artists: Miro Turner-Painting What does it mean to be a Sikh? London | <p><u>Guided oral reading instruction</u> – text modelled by teacher and pupils read the same text aloud; and <u>repeated reading</u> – pupils re-read text a number of times</p> | <p><u>Word Recognition</u></p> <ul style="list-style-type: none"> -sight recognition -decoding -phonological awareness |

| Year 5 | Texts/ Novels | Literacy Overview | Extracts | Topic | intervention | Developing readers |
|--|--|--|---|--|--|---|
| Term 1 1st half 7wks | There's a girl in the boy's bathroom-bullying and friendship | Description Report Story opening Recount Story Authors | Fiction Butterfly Lion-Michael <u>Murpurgo</u> Walkabout-James Vance | Keeping healthy & Life Cycles Horrible Histories Focus on famous figures (musicians & artists) Dali, Van Gogh, Michelangelo, Donatello, Picasso Judaism Loss and bereavement- Dobby's Death in Harry Potter The Island-Armin Greder Earth, Sun & Moon & Forces Reading and Understanding maps Trading Places Kandisky Native American Indians Animal Farm Unit Material Changing Sounds History of Fashion Sweatshops & How Clothes are made. Aborigines-short unit What's in the news? Manipulative media Rules & Laws Children's rights and human rights | 12 children Simple comprehension activities for different texts | <u>Learning (Comprehension strategies)</u> 1. Questioning – pupils generate their own question 2. Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall 3. Prediction – pupils predict what might happen as a text is read 4. Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc. 5. Inference – pupils infer the meaning of sentences from their context 6. Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning |
| Term 1 2nd half 8 wks | The Lion, the Witch and the Wardrobe-language, links to the bible, taking responsibility The Falcon's Malteser-humour, language | | Complete English 5 Treasure Island | | | |
| Term 2 1st half 7wks | Focus: Author's use of language using extracts Charlotte's Web Holes The Secret Garden Wind in the Willows Friendships | Non-chronological report Story opening Diary Letter of complaint Character Descriptions Balanced argument Myths and legends Instructions | Poetry Anthology 5 Mercy and Highwayman Complete English 5 Daffodils | | Year 3 or 4 texts Summarising Predicting Literal questions Character study | |
| Term 2 2nd half 8wks | Poetry -language Play Scripts-performance | <i>Spellathon</i> | Non-Fiction I am Malala Children's Transport Encyclopaedia The Story of Tea An Adventurous History of Pirates | | Guided oral reading instruction – text modelled by teacher and pupils read the same text aloud; and repeated reading – pupils re-read text a number of times | |
| Term 3 1st half 4 wks | Comprehension Revision with a focus on written answers | Poetry unit Grammar & Punct. revision | | | | <u>Skills (fluent reading capabilities)</u> |
| Term 3 2nd half 6wks | The Little Prince-language and moral Kensuke's Kingdom- loneliness, resilience, isolation | Film narrative Role Play/Drama Play script Y5 performance | Complete English 5 The travels of Marco Polo Sand Dunes Excavation of Vindolanda A fortune in the mountains Stuff you should know-J Farndon | | | Language Comprehension -background knowledge -vocabulary -language structures -verbal reasoning -literacy knowledge Word Recognition -sight recognition -decoding -phonological awareness |

| Year 6 | Texts/ Novels | Literacy Overview | Extracts | Topic | intervention | Developing readers |
|--|---|---|---|---|---|--|
| Term 1 1.1 7 Weeks 1.2 8 Week | Develop understanding of author's use of language by studying extracts Science Revision Carrie's War class novel to be taught in the afternoon- history, adults/children, secrets, conflict | Grammar and Punctuation Understanding and assessing what writing at expected/ Greater depth looks like | War Horse Anne Frank How to train your dragon Wreck of the Zanzibar Amazing story of Adolphus Tips Skellig Journey to the river sea Street Child Goodnight Mr Tom Private Peaceful | Interdependence/microorganisms Britain since the 1930s Famous People in History Lowry Pop Art - Warhol, Lichtenstein & Wesselman Buddhism <i>Death & Bereavement</i> Social Justice Electricity Around the World <i>Values: What matters most?</i> Year 6 : Agony Aunt letters Poetry –Moving on & changes Light & Evolution Ancient Greeks The Environment Fairground with an electrical circuit What will make our city a more respectful place? | 6 children Independent reading Paired reading Summarising Predicting Sequencing | <u>Learning (Comprehension strategies)</u> 1.Questioning – pupils generate their own question 2.Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall 3.Prediction – pupils predict what might happen as a text is read 4.Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc. 5.Inference – pupils infer the meaning of sentences from their context 6.Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning <u>Skills (fluent reading capabilities)</u> Language Comprehension -background knowledge -vocabulary -language structures -verbal reasoning -literacy knowledge Word Recognition -sight recognition -decoding -phonological awareness |
| | Term 2 2.1 7 Weeks 2.2 6 Week | Poetry Comprehension Revision with a focus on written answers | Description x2 Non chronological report x2 Newspaper report x2 Persuasive writing x2 Letter of complaint x2 Story | Past SATs Papers CGP Poetry and Non-Fiction | Yr 4/5 extracts Summarising Predicting Literal questions Character study Comprehension revision with focus on written question Yr 5 short novel | |
| Term 1 3.1 4 Weeks 3.2 6 Week | Comprehension Revision with a focus on written answers Comprehension Revision with a focus on written answers Journey to Jo'burg and The Swap- race and class | Carrie's War – cross curricular writing (novel study approach) Grammar and Punctuation revision Descriptive diary entry Balanced argument Conversation between two characters Journey to Jo'burg | | | | |

