

**Year 1 Medium Term Planning**

Autumn 1	Spring 1	Summer 1
<p><b>Dinosaurs/ Monsters:</b></p> <ul style="list-style-type: none"> <li>• Make prediction based on textual and pictorial clues.</li> <li>• Retell a story.</li> <li>• Can talk about the beginning, middle and end of a story.</li> </ul> <p>Dinosaur Roar Henrietta Stickland Not now Bernard David McKee Here Come the Dinosaurs Nick Sharrett.</p>	<p><b>Plants :</b></p> <ul style="list-style-type: none"> <li>• Can discuss and make inferences about stories.</li> <li>• Can explore another character’s viewpoint.</li> <li>• Can point out the features in an information text.</li> </ul> <p>A Seed in Need Sam Goodwin Sam Plants a Sunflower by Kate Petty and Axel Scheffler, Tiny Seed- eric carl</p>	<p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>• Can sequence the plot of a story they are familiar with.</li> <li>• Can sequence the plot of a story they are familiar with.</li> <li>• Can take on the role of a character.</li> <li>• Can re-read for sense.</li> </ul> <p>Dear Zoo Rod Campbell Goodnight Owl Brown Bear, Brown Bear Eric Carl</p>
Autumn 2	Spring 2	Summer 2
<p><b>Fairy Stories:</b></p> <ul style="list-style-type: none"> <li>• Develop familiarity with traditional stories.</li> <li>• Can retell a version of a well-known story.</li> <li>• Can form an opinion about a character based on inference.</li> </ul> <p>The three Little Pigs/ Jack and the Beanstalk, The Gingerbread Man, Anansi, Aesop’s Tales, Goldilocks,</p>	<p><b>Julia Donaldson:</b></p> <ul style="list-style-type: none"> <li>• Can discuss characters.</li> <li>• Can retell a story using puppets.</li> <li>• Can write a book review.</li> <li>• Can make predictions based on prior knowledge.</li> <li>• Understands what an author and/or illustrator is.</li> </ul> <p>The Gruffalo, Superworm, Stickman, The Highway Rat.</p>	<p><b>Sea and Coast:</b></p> <ul style="list-style-type: none"> <li>• Can predict what might happen based on what has been read.</li> <li>• Can engage with a story and link it to own experiences.</li> </ul> <p>The Light housekeeper’s Lunch, Three by The Sea Mini Grey, Ronda Armitage, The Boy on the Beach n Nikky Daly</p>

**Year 1 Long Term Planning**

Word reading	Comprehension
<ul style="list-style-type: none"> <li>• Children should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 Programme of Study for Word reading.</li> <li>• The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that children are aware of The GPCs they contain, however unusual these are, supports spelling later.</li> <li>• Young readers encounter words that they have not seen before more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for children to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop children’s vocabulary.</li> <li>• Children should be taught how to read words with suffixes by being helped to build on the root words that they can read already.</li> <li>• Children’s reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when children come to read longer books.</li> </ul>	<ul style="list-style-type: none"> <li>• Children should have extensive experience of listening to, sharing and discussing a wide range of High-quality books to engender a love of reading at the same time as they are reading independently.</li> <li>• Children’s vocabulary should be developed when they listen to books read aloud and discuss what they have heard. Knowing the meaning of more words increases children’s chances of understanding when they read by themselves. Some new words should be explained to the children before they start to read on their own, so that they do not hold up comprehension. Once children have decoded words successfully, the meaning of new words can be discussed, helping to develop inference skills.</li> <li>• By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured. Listening to and discussing non-fiction establishes the foundations for their learning in other subjects. Children should be shown some of the processes for finding out information.</li> <li>• Through listening, children also learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their writing.</li> <li>• Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Children should be helped to consider the opinions of others.</li> <li>• Role play can help children to identify with and explore characters and to explore language listened to.</li> </ul>

**Year 2 Medium Term Planning**

Spring 1	Autumn 1	Summer 2
<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Can discuss books.</li> <li>• Can orally retell</li> <li>• 'The Little Red Hen'.</li> <li>• Can follow a recipe.</li> </ul> <p>Ketchup on your Cornflakes Nick Sharrett Pass The Jam Jim Kaye Umansky , Staying Alive: The Story of a Food Chain-Jacqui Bailey, The Tiger Who Came to Tea- Judith Kerr, Biscuit Bear- Mini Grey</p>	<p><b>Familiar Settings:</b></p> <ul style="list-style-type: none"> <li>• Can read a story at different levels.</li> <li>• Can talk about a book.</li> <li>• Can read a story at different levels.</li> <li>• Can understand how to combine sentences.</li> <li>• Can talk about a book.</li> </ul> <p>Jill Murphy, Janet and Allen Ahlberg, John Burningham</p>	<p><b>Habitats:</b></p> <ul style="list-style-type: none"> <li>• Can read a non-fiction diagram.</li> <li>• Can capture the atmosphere of place in poetry.</li> <li>• Can understand how setting can influence plot.</li> </ul> <p>Plants- Nicola Edwards, Think of an Eel- Walker, The Ladybird Sylvaine Peroise,</p>
Spring 2	Autumn 2	Summer 2
<p><b>Fairy Tales:</b></p> <ul style="list-style-type: none"> <li>• Can describe similarities between fairy tales.</li> <li>• Can produce character profiles.</li> </ul> <p>A range of traditional fairy tales including parodies, Babette Cole, Mixed Up fairy tales Hilary Robson, Illustrated Grimm's fairy Tales- Usborne</p>	<p><b>Our Selves:</b></p> <ul style="list-style-type: none"> <li>• Can engage with a story.</li> <li>• Can capture key information from a text.</li> </ul> <p>What about Me- Allia Nobel, Marvellous Me Lisa Bullard, The Listening Walk- Phil Showers, the Elephant and The bad Baby-Elfida Vipront, Dogger-Shirley Hughes</p>	<p><b>Pirates:</b></p> <ul style="list-style-type: none"> <li>• Can compare stories and draw conclusions.</li> <li>• Can attempt to read difficult words and contractions.</li> <li>• Can use the language of instruction.</li> <li>• Can use discussion to understand a difficult story.</li> <li>• Can have an opinion about a character's behaviour.</li> </ul> <p>Pirate School- Colin Mc Naughton, The Night Pirates Peter Harris, Search for the Pirate's Treasure Terry Gaston</p>

**Year 2 Long Term Planning**

Word reading	Comprehension
<ul style="list-style-type: none"> <li>• Children should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as children can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 Programme of Study for Word reading.</li> <li>• When teaching them how to read longer words, children should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</li> <li>• Children should be taught how to read suffixes by building on the root words that they have already learned. The whole suffix should be taught as well as the letters that make it up.</li> <li>• Children who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that children can read independently will expand rapidly. Children should have opportunities to exercise choice in selecting books and be taught how to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.</li> <li>• Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</li> <li>• Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.</li> <li>• Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character's behaviour in a story). 'Thinking aloud' when reading to children may help them to understand what skilled readers do.</li> <li>• Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</li> <li>• Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</li> <li>• Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</li> </ul>

Year 3 Medium Term Planning

Autumn	Spring	Summer
<p><b>Roald Dahl:</b></p> <ul style="list-style-type: none"> <li>Can research and find out about an author.</li> <li>Can retell stories using intonation and appropriate language.</li> </ul> <p>Only These titles: Fantastic Mr. Fox, Esio Trot, The Twits, Revolting Rhymes, The Enormous Crocodile, The Giraffe, The Pelly and Me</p>	<p><b>Kings, Queens &amp; Castles:</b></p> <ul style="list-style-type: none"> <li>Can find information in non-fiction</li> <li>Can recall and comment on events in a story.</li> <li>Can compare two stories.</li> <li>Can ask appropriate questions and draw conclusions.</li> </ul> <p>King Arthur and the Knights of the Round Table- Marcia Williams, Stig of the Dump- Clive King, The Queen's Knickers- Nicholas Allen, The Queen's Nose Dick King Smith, Princess Cinders- Babette Cole, Cruel Queens and Horrible Kings-Terry Deary</p>	<p><b>Anne Fine:</b></p> <ul style="list-style-type: none"> <li>Can research and present on a topic.</li> <li>Can infer character's attributes and traits.</li> <li>Can compare themes and conventions in books by the same and different authors.</li> <li>Can understand the structure and style of a dictionary entry.</li> </ul> <p>Only A Show, Diary of a Killer Cat, Goggle Eyes, Bill's New Frock, Crummy Mummy and Me, War Girls</p>
Autumn 1	Spring 2	Summer 2
<p><b>Robots:</b></p> <ul style="list-style-type: none"> <li>Can discuss a story.</li> <li>Can use a dictionary.</li> <li>Can infer aspects of character by referring to the text.</li> <li>Can recognise the conventions of a fairy tale.</li> <li>Can use non-fiction to gather information.</li> </ul> <p>That's Not My Robot (Usborne Touchy Feely Books) by Fiona Watt, Robot Rumpus by Sean Taylor, Robots. Robots Everywhere-Russell Punter</p>	<p><b>Aliens:</b></p> <ul style="list-style-type: none"> <li>Can infer characters motives from their actions.</li> <li>Can identify and discuss main ideas in a text.</li> </ul> <p>Here Come The Aliens- Colin McNaughton, Beegu- Alexis Deacon, Space Poems- Gaby Morgan, My Teacher is an Alien-Bruce Colville, Man on the Moon- Simon Bartram, Toys in Space Mini Grey.</p>	<p><b>Superheroes:</b></p> <ul style="list-style-type: none"> <li>Can identify themes and character traits.</li> <li>Can identify elements of a Greek myth and retell it.</li> </ul> <p>Traction Man- Mini Grey, Elliott Midnight Superhero-Jason Ford, Superhero ABC Bob McCloud, Charlie's Superhero underpants-Paul Bright</p>

Year 3 Long Term Planning

Word reading	Comprehension
<ul style="list-style-type: none"> <li>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</li> <li>When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decide to words they may have already heard but may not have seen in print. For example, in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('technical') might not sound familiar, but /teknɪkəl/ ('technical') should.</li> </ul>	<ul style="list-style-type: none"> <li>The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge.</li> <li>Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.</li> <li>Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</li> <li>Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books.</li> <li>Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> <li>When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.</li> <li>Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part.</li> </ul>

**Year 4 Medium Term Planning**

Autumn 1	Spring 1	Summer 1
<p><b>The Iron Man:</b></p> <ul style="list-style-type: none"> <li>Can identify key characters and main themes.</li> <li>Can retell a version of a story.</li> <li>Can use a dictionary to find word meanings.</li> <li>Can explain what a legend is.</li> </ul> <p>The Iron Man, Ted Hughes, Stig of The Dump Clive King, Flat Stanley Jeff Brown, Kasper in The Glitter Philip Ridley</p>	<p><b>C. S. Lewis:</b></p> <ul style="list-style-type: none"> <li>Can discuss shades of good and bad in characters, and how they are portrayed.</li> <li>Can understand the term <i>allegory</i> in the context of the book.</li> </ul> <p>Alice's Adventures in Wonderland, through The Looking Glass, The Quangle Wangle's Hat Edward Lear</p>	<p><b>Jacqueline Wilson:</b></p> <ul style="list-style-type: none"> <li>Can engage and discuss a book through inferring what the characters think and predicting what might happen next.</li> <li>Write a sustained review of a book using opinion appropriately.</li> <li>Can infer character's feelings.</li> <li>Can explore poems using inference.</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Science Fiction:</b></p> <ul style="list-style-type: none"> <li>Can understand plot, character and setting.</li> <li>Can identify key features of stories.</li> <li>Can identify key features of a ballad.</li> </ul> <p>A Year without Autumn- Liz Kezzler, Pumpkin Soup- Helen Cooper, Seasons (autumn) Go Facts- Katy Pike, Haiku Picture Book for Children- Keisuke Nishimoto &amp; Kozo Shimizu</p>	<p><b>The Romans:</b></p> <ul style="list-style-type: none"> <li>Can use role play to analyse a scene.</li> <li>Can use dictionaries to find meanings of words.</li> <li>Can make inferences.</li> <li>Can identify the effect of the poet's language choices.</li> </ul> <p>Horrible Histories,, Orchard Boo of Roman Myths, Roman Diary of Iliona, Roman Mysteries – Caroline Lawrence</p>	<p><b>Rainforests:</b></p> <ul style="list-style-type: none"> <li>Can produce entries for a travel guide using research.</li> <li>Can respond to a short story</li> <li>Can perform poetry using sound to create atmosphere.</li> </ul> <p>The Vanishing Rainforest- Richard Plat, The Great Kapok Tree- Lynn Cherry, The Rainforest Grew All Around- Susan K Mitchell</p>

**Year 4 Long Term Planning**

Word reading	Comprehension
<ul style="list-style-type: none"> <li>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</li> <li>When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode words they may have already heard but may not have seen in print: for example in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('technical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.</li> </ul>	<ul style="list-style-type: none"> <li>The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge.</li> <li>Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.</li> <li>Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</li> <li>Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books.</li> <li>Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> <li>When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.</li> <li>Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part.</li> </ul>

Year 5 Medium Term Planning

Autumn 1	Spring 1	Summer 1
<p><b>Charles Dickens:</b></p> <ul style="list-style-type: none"> <li>• Can describe settings.</li> <li>• Can research a subject.</li> <li>• Can formulate opinions about stories they have read.</li> <li>• Can write own adaptation of a legend.</li> <li>• Can compare different versions of the same story.</li> <li>• Can learn a verse of a classic poem by heart.</li> <li>• Can describe the features of a narrative poem.</li> </ul> <p>Oliver Twist Charles Dickens- abridged, Charles Dickens: Scenes from an Extraordinary Life- Mick Manning, Victorian Britain- 100 Facts Paul Jennings, Chimney Child: A Victorian Story Laura Sheenan, A Timetraveller's Guide to Victorian London: Natasha Narayan</p>	<p><b>Benjamin Zephaniah/ John Agard:</b></p> <ul style="list-style-type: none"> <li>• Can engage with a story by asking pertinent questions.</li> <li>• Can identify language change over time and features of accent and dialect.</li> <li>• Can debate issues raised by a story.</li> <li>• Can write a character profile of a character in a story.</li> <li>• Can read a poem rhythmically.</li> </ul> <p>Talking Turkeys , We are Britain, Funky Chickens, Benjamin Zephaniah Butter Finger, Laughter is an Egg John Agard</p>	<p><b>Betsy Byars:</b></p> <ul style="list-style-type: none"> <li>• Can summarise research findings in an engaging way.</li> <li>• Can discuss the theme of a story.</li> <li>• Can use evidence from a story to support opinions.</li> <li>• Can identify rhythm and language in a poem.</li> <li>• Can check the meaning of words in a dictionary using the third letter.</li> <li>• Can identify techniques that create impact in an opening.</li> </ul> <p>Midnight Fox Betsy Byars</p>
Autumn 1	Spring 2	Summer 2
<p><b>The Highwayman</b></p> <ul style="list-style-type: none"> <li>• Can engage with a story by asking pertinent questions.</li> <li>• Can identify language change over time and features of accent and dialect.</li> <li>• Can debate issues raised by a story.</li> <li>• Can write a character profile of a character in a narrative.</li> <li>• Can identify the key events in a plot.</li> </ul> <p>The Highwayman Alfred Noyes, Small Simon Short the Lady of Shallott</p>	<p><b>Myths Fables and Legends</b></p> <ul style="list-style-type: none"> <li>• Can discuss what makes a good opening.</li> <li>• Can give examples of Can predict and use inference.</li> <li>• Understand the issues outlined in a text.</li> <li>• Can participate in a group discussion.</li> <li>• Can readily distinguish between fact and opinion.</li> </ul> <p>Usborne Book of Greek Myths and Legends, Aesop's Fables- Michael Rosen, Illustrated Norse Myths- Usborne, African Myths (Stories from Ancient Civilisations) by Shahrukh Husain</p>	<p><b>The Arctic/ Antarctic:</b></p> <ul style="list-style-type: none"> <li>• Can make notes on, and compare, non-fiction.</li> <li>• Can express an opinion supported with evidence.</li> <li>• Can learn a poem by heart and explore its meaning.</li> <li>• Can use a poem as a model for their own</li> </ul> <p>Dear Daniel- Letters from Antarctica- Sarah Wheeler, Arctic Hero- Catherine Johnson, Call of the Wild, White Fang- Jack London, Arctic Stories Michael Kusugak</p>

Year 5 Long Term Planning

Word reading	Comprehension
<ul style="list-style-type: none"> <li>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</li> <li>When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: for example in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.</li> </ul>	<ul style="list-style-type: none"> <li>The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge.</li> <li>Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.</li> <li>Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</li> <li>Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books.</li> <li>Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> <li>When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.</li> <li>Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all</li> </ul>

Year 6 Medium Term Planning

Autumn 1	Spring 1	Summer 1
<p><b>Roald Dahl</b></p> <ul style="list-style-type: none"> <li>Can quickly establish and understand the set-up of a novel.</li> <li>Can relate character to plot.</li> <li>Can make connections between the plot and the theme of a book.</li> <li>Can use a thesaurus.</li> </ul> <p>Charlie and the Chocolate Factory, The Witches, Matilda, Boy, Going Solo</p>	<p><b>Greek Myths:</b></p> <ul style="list-style-type: none"> <li>Can identify powerful language and discuss what give it impact.</li> <li>Can identify words with Greek origins and use their meanings.</li> <li>Can identify and compare the themes of stories.</li> </ul> <p>Usborne Book of Greek Myths and Legends, Aesop's Fables- Michael Rosen, D'Aulaire's Book of Greek Myths (A yearling special) by Ingri D'Aulaire and Edgar Parin D'Aulaire, The Illiad and The Odyssey- Marcia Williams</p>	<p><b>Carrie's War:</b></p> <ul style="list-style-type: none"> <li>Can discuss the effectiveness of an opening.</li> <li>Can describe settings using the senses.</li> <li>Can summarise the meaning of a book.</li> <li>Can make links across a range of stories.</li> <li>Can offer an opinion about a favourite poem and can recite it.</li> </ul> <p>Carrie's War- Nin Bawden, Goodnight Mr. Tom- Michelle Magorian</p>
Autumn 2	Spring 2	Summer 2
<p><b>Roger McGough</b></p> <ul style="list-style-type: none"> <li>Can manipulate language in a poem.</li> <li>Can learn a poem off by heart.</li> <li>Can use evidence from the text to create character when acting.</li> </ul> <p>The Stowaways By Roger McGough, <i>Bad, Bad Cats</i>, Pie in the Sky, Until I met Dudley, The Ring of Words</p>	<p><b>Africa:</b></p> <ul style="list-style-type: none"> <li>Can draw conclusions across a range of stories and discuss preferences.</li> <li>Can sift through information to write a biography.</li> <li>Can make connections between books read.</li> <li>Can capture the emotion in a book or a poem.</li> </ul> <p>The Village of Round and Square Houses, Tales of Wisdom and Wonder Hugh Lupton</p>	<p><b>Street Child</b></p> <ul style="list-style-type: none"> <li>Can capture accents in written language.</li> <li>Can use a thesaurus to find synonyms.</li> <li>Can use a variety of texts to create a clear and cohesive non-fiction account.</li> <li>Can recall poems previously learned and perform new poems.</li> </ul> <p>Street Child Bertie Dogherty</p>

Year 6 Long Term Planning

Word reading	Comprehension
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- At this stage, there should be no need for further direct teaching of word-reading skills for almost all children. If children are struggling or failing in this, the reasons for this should be investigated. It is imperative that children are taught to read during their last two years at primary school, if they enter Year 6 not being able to do so.

- Children should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read *invitation* for *imitation* simply because they might be more familiar with the first word. Accuracy in reading Individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

- When reading with or to children, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

- Even though children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

- The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing.

- Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

- Children should be taught the technical and other terms needed for discussing what they hear and read, such as *metaphor, simile, analogy, imagery, style and effect*.

- In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

- The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.

- Children should have guidance about and feedback on the quality of their explanations and contributions to discussions.

- Children should be shown how to compare characters, settings, themes and other aspects of what they read.