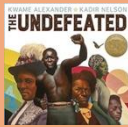











Theme/Term	Autumn Term		
Literary Leaf Text	 <i>The Undefeated</i> Kwame Alexander	 <i>Zombierella</i> Joseph Coelho	 <i>The Wild Robot</i> Peter Brown
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none">• listening to and discussing poetry, non-fiction• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• discussing words and phrases that capture the reader's interest and imagination
Understand what they read, in books they can read independently, by:	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• Retrieve and record information from non-fiction• 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.	<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• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.	<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• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.
Theme/Term	Spring		



 Literary Leaf Text	 <i>The Firework Maker's Daughter</i> Philip Pullman	 <i>Tamarind and the Star of Ishta</i> Jasbinder Bilan	 <i>Viking Voyagers</i> Jack Tite
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none">• <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>• <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i>• <i>identifying themes and conventions in a wide range of books</i>• <i>discussing words and phrases that capture the reader's interest and imagination</i>	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• discussing words and phrases that capture the reader's interest and imagination
Understand what they read, in books they can read independently, by:	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• Retrieve and record information from non-fiction• 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.
Theme/Term	Summer		



 Literary Leaf Text	 <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis	 <i>Poems from a Green and Blue Planet</i> Sabrina Mahfouz	 <i>Two Weeks with the Queen</i> Morris Gleitzman
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• using dictionaries to check the meaning of words that they have read• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]	<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination
Understand what they read, in books they can read independently, by:	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.	<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• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.	<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• 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• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• 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.