YEAR	Autumn 1 FOX	Autumn 2 GOODNIGHT MR TOM	Spring 1 THE LONDON EYE MYSTERY	Spring 2 COSMIC DISCO	Summer 1 STREET CHILD	Summer 2 SKELLIG
Literary Form	**Short story with illustrations**	**Fiction – Chapter book**	**Fiction – Chapter book**	**Poetry**	**Fiction – Chapter book**	**Fiction – Chapter book**
Link to main NC area of learning	Science: Living things & their habitats, Evolution & inheritance	History: WW2	PSHE, Geography	Science, Art & Design	History, Science	PSHE
PSED & Human themes	• Conflict resolution • Friendship • Loyalty • Betrayal • Loss • Hope	• War • Loss • Love • Abusive Relationships • Power of Expression • Community	• Trust • Truth Vs Lie • Family • Autism • Loss • Hope • Logic/Reasoning.	• Nature • Space	• Poverty • Injustice • Humanity • Bullying • Hardship • Hunger • Life and Death, Education • Welfare • Being Orphaned.	• Family • Grief • Identity • Nurture • Kindness • Faith • Schooling vs Home-Schooling • Pain and Suffering • Life and Death • Evolution/Change/ Growing Up.
Reading: Experience, Knowledge, Skills & Strategies	• Read books that are structured in different ways and for a range of purposes; • Increase their familiarity with a wide range of books; • Identify and discuss themes and conventions across a wide range of writing; • Make comparisons within and across books; • Draw inferences and justify with evidence; • Predict what might happen • Discuss and evaluate how authors use language, impacts on the reader; • Participate in discussions about books that are read to them, building on ideas and challenging views courteously; • Explain and discuss their understanding of what they have read • Maintain a focus on the topic	• Read and discuss a wide range of fiction • Read books that are structured in different ways • Identify and discuss themes and conventions • Discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences and justify with evidence • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Participate in discussions about books • Explain and discuss their understanding of what they have read.	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction; • reading books that are structured in different ways and reading for a range of purposes; • identifying and discussing themes and conventions in and across a wide range of writing; • making comparisons within and across books. Understand what they read by: • 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 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; • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • identifying how language, structure and presentation contribute to meaning; • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader; • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • providing reasoned justifications for their views	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Identify and discuss themes and conventions in and across a wide range of writing. • Learn a wider range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.	Read and discuss a wide range of fiction • Read books that are structured in different ways • Identify and discuss themes and conventions • Discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Participate in discussions about books, building on their own and others' ideas and challenging views • Explain and discuss their understanding of what they have read	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction; • reading books that are structured in different ways and reading for a range of purposes; • identifying and discussing themes and conventions in and across a wide range of writing; • making comparisons within and across books. Understand what they read by: • 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 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 how language, structure and presentation contribute to meaning; • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • provide reasoned justifications for their views.
National Curriculum Vocabulary, Grammar, Punctuation and Spelling	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms. • Use of the passive to affect the presentation of information in a sentence. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. • Layout devices. • Use of the semi-colon, colon and dash to mark the boundary between independent clauses.					

- Use of the colon to introduce a list and use of semi-colons within lists.
- Punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity.
- Terminology: subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Language Competency: Through reading, talk and writing						
- Articulate and justify answers, arguments and opinions; - Give well-structured descriptions and explanations; - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; - Participate in discussions, presentations, performances and debates.	- Maintain attention and participate actively in collaborative conversations - Ask relevant questions to extend their understanding - Listen and respond appropriately to adults and peers - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Participate in discussions, presentations, performances and debates - Consider and evaluate different viewpoints - Select and use appropriate registers for effective communication - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	- Listen and respond appropriately to adults and their peers; - Ask relevant questions to extend their understanding and knowledge; - Use relevant strategies to build their vocabulary; - Articulate and justify answers, arguments and opinions; - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; - Participate in discussions, presentations, performances, role-play, improvisations and debates; - Consider and evaluate different viewpoints, attending to and building on the contributions of others.	- Participate actively performance, discussion and debate; - Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; - Select and use appropriate registers for effective communication.	- Maintain attention and participate actively in collaborative conversations, responding to comments about the text - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Listen and respond appropriately to adults and peers - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Participate in discussions, presentations, performances and debates - Consider and evaluate different viewpoints, attending to the contributions of others - Select and use appropriate registers for effective communication - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	- Maintain attention and participate actively in collaborative conversations, responding to texts - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Participate in discussions, presentations, performances and debates - Consider and evaluate different viewpoints, attending to the contributions of others - Select and use appropriate registers for effective communication - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama - Consider and evaluate different viewpoints, attending to and building on the contributions of others

Extended Writing Outcome						
- Poem - Captions - Information Text - Oral Presentation - Note taking - Letter - Writing in Role Focus: Arguments	- Writing in role - Newspaper writing - Poetry - Explanation - Diary writing Focus: Diary writing, newspapers, stories with flashbacks	- Diary/Journal Entries (Ongoing) - Persuasive Speech - Explanatory Booklet - Police Report - Free Verse Poetry - Formal Letter - Newspaper Report - Television News Speech Restricted Form Poetry: Nonet - Advertisement - Restricted Form Poetry: Haiku - Poetry – Iambic Pentameter / Sonnet - Narrative Focus: Letter writing & persuasive speech	- Poems inspired by the collection - Note taking Focus: Poetry	- Annotations - Biography - Captions - Family Tree - Free Writing - Glossary - Non-Fiction - Note of Advice - Note Taking - Pen Portraits - Poetry - Recounts - Timeline Focus: Historical narrative, character/setting description, poetry	- Free writing - Free verse poetry - Annotating - Field notes - Shrine boxes and autobiographical writing - Letter writing - Writing in role - Bookmaking Focus: Stories from other cultures, autobiographies/ biographies