



Reading 2025 - 2026

Curriculum Intent Statement

At Wroughton Academies, we are dedicated to enabling our pupils to become lifelong readers: developing a love of reading both for purpose and for pleasure. We believe reading is a vital tool in ensuring academic success, therefore we aim to develop pupils' reading skills in order to improve their life chances. We aim to do this by ensuring pupils at our school are confident, competent readers who are ready to access a wide range of reading materials, which will open up the world of learning to them.

Our reading curriculum has been designed based on the research of Shanahan, Rasinski, Law and Lemov. Across the school, we have a Literature Spine to ensure pupils leave Wroughton Academies with a foundation of classic and contemporary fiction upon which they can build throughout their life. We believe that the texts we share with pupils should act as both a window and a mirror: every child should see themselves through the books, but the Literature Spine should also act as a window into the lived experiences of others. These texts have been selected to allow pupils the opportunity to have a dress rehearsal for issues that they will come across in real life and it is important to expose them to these issues in a safe, open and honest environment, thus preparing them for life beyond the primary school.

ELGs related to Subject and Topics

Listen to simple stories and understand what is happening, with the help of the pictures.

Enjoy listening to longer stories and can remember much of what happens.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Learn new vocabulary.

Use new vocabulary through the day.

Engage in story-times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Enjoy sharing books with an adult.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Make comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Develop storylines in their pretend play.

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Literature Spine Books: <ul style="list-style-type: none"> • Beegu • Where the Wild Things Are Additional Texts: <ul style="list-style-type: none"> • Non-chronological reports • Job Applications • Leaflets • Poems 	What children will learn: A prediction needs to be based on what has happened so far Inference means making a conclusion from clues given The difference between an author and an illustrator The meaning of words can be inferred from the context The plot is made up of connected events that create a story A theme is the topic a text is about	What children will be able to do: Use information from pictures to make a prediction Infer a character's feelings and their character from pictures Retrieve information from pictures Summarise text into an image Link events to the different parts of the plot Infer character traits from what characters say	Literature Spine Books: <ul style="list-style-type: none"> • Grandad's Island • Aesop's Fables - The Goose that Laid the Golden Eggs • Mrs Noah's Pockets Additional Texts: <ul style="list-style-type: none"> • Directions with annotated notes • Narrative • Narrative extracts from alternative perspectives • An article 	What children will learn: Information can be retrieved from both text and illustrations Inferences can be made from gaps in the information A synonym is a word that means the same as another word Inferences need to be supported with clues from the text Summaries can take many forms Inferences need to be supported with evidence from the text	What children will be able to do: Retrieve actions from a text to perform them Make inferences from what is not said Draw story maps to summarise Select specific evidence to support a given inference Find and copy words with a similar meaning Select best evidence to support a given inference

Autumn	HT2	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • The Storm Whale • The Owl and the Pussycat • Stories from Aesop <p>Additional Texts:</p> <ul style="list-style-type: none"> • Poem • News Article • Information Texts • Recount • Narrative 	<p>What children will learn:</p> <p>Question words can suggest what answer to look for There can be more than one correct answer to an inference question Poets use imaginative words to share ideas, feelings and stories Inferences can be supported by personal experiences Predictions can be made about a character's next action based on their past actions Stories can teach the reader a lesson</p>	<p>What children will be able to do:</p> <p>Use the question words to help determine what type of information to retrieve Infer characters' thoughts and feelings Retrieve evidence to support a statement Make an inference based on what we know Predict a character's action Can infer actions</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Paddington • The Christmas Pine <p>Additional Texts:</p> <ul style="list-style-type: none"> • A non-chronological report • A poem • A leaflet • Narrative extracts • Riddles 	<p>What children will learn:</p> <p>Summaries can take many forms including a written summary, notes, tables and pictures Emotions can be conveyed through facial expressions Questions contain key words that help you understand what is being asked Actions are usually performed for a reason Poems are organised in verses Solving riddles is a form of inference</p>	<p>What children will be able to do:</p> <p>Use a sketch to summarise a section of text Infer characters' feelings through gestures and facial expressions Identify key words in the question to support finding the answer in the text Infer the reasons for characters' actions Match a summary to the relevant section of text Use what they read as stimulus for their own ideas</p>
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Spring	HT3	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The Tale of Peter Rabbit • Look Up! <p>Additional Texts:</p> <ul style="list-style-type: none"> • Biography • Warning Signs • Poems • Narrative • Information Text • Pamphlet 	<p>What children will learn:</p> <p>A biography tells us about someone's life</p> <p>The relationship between cause and effect</p> <p>Chronological order means the order in which events happened</p> <p>An inference can suggest more than one possibility</p> <p>The difference between true and false</p> <p>Lessons can be learnt from stories</p>	<p>What children will be able to do:</p> <p>Retrieve multiple items</p> <p>Connect the cause and effect in stories and real-life</p> <p>Sequence events in chronological order</p> <p>Discuss a moral issue</p> <p>Use clue words in questions to help find the answer</p> <p>Extract the lessons learnt by different characters</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The Quangle Wangle's Hat • Coming to England • The Street beneath my feet <p>Additional Texts:</p> <ul style="list-style-type: none"> • A formal letter • A description • A non-chronological report • A poem • An information text Narrative extract 	<p>What children will learn:</p> <p>A nonsense word is a made-up word</p> <p>The meaning of words can be inferred using the words around them</p> <p>Predictions can be supported with text, titles and illustrations</p> <p>The meaning of words can be inferred using the words around them</p> <p>Organisational devices can support locating facts easily</p> <p>Inference means making a conclusion from clues given</p>	<p>What children will be able to do:</p> <p>Retrieve multiple items</p> <p>Use text features to retrieve specific details quickly</p> <p>Make a reasoned prediction</p> <p>Use text features to retrieve specific details quickly</p> <p>Use sub-headings to locate information</p> <p>Infer a character's feelings from their actions</p>
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Spring	HT4	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • And Tango Makes Three • Chocolate Cake, Micheal Rosen <p>Additional Texts:</p> <ul style="list-style-type: none"> • Explanation Text • Short Narrative • Lists 	<p>What children will learn:</p> <p>The component parts of a story A prediction is a guess about what happens next based on clues from the pictures and text Empathy is sharing and understanding the feelings of a character The meaning of words can be inferred from the context</p>	<p>What children will be able to do:</p> <p>Sequence events using the component parts of a story State their own point of view inspired by their reading Predict a character's action Take inspiration from a poem to compose your own version</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Rhythm of the Rain • Aesop's fables - The Sun and the Wind <p>Additional Texts:</p> <ul style="list-style-type: none"> • An explanation text • A descriptive text • An information text • A poem 	<p>What children will learn:</p> <p>Illustrations add extra detail and meaning Mood can be inferred from the writer's language choices Non-fiction texts can include illustrations and poetic language Inference combines evidence from the text and personal experience to draw a conclusion The meaning of a synonym That empathy is the ability to share and understand the feelings of someone else</p>	<p>What children will be able to do:</p> <p>Retrieve information from illustrations Infer the mood of a section of text Retrieve facts from descriptions Make an inference linking evidence from the text with personal experience Find and retrieve synonyms from the text Identify and empathise with a character's behaviour and feelings</p>
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<p style="text-align: center;">Summer</p>	<p>HT5</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Here We Are • The Lion Inside • There's a Rangtan in My Bedroom <p>Additional Texts:</p> <ul style="list-style-type: none"> • Information Text • Narrative • Discussion Text • Poem • Fact Sheet • Narrative Extracts • Non-chronological report • Persuasive poster • Informal letter 	<p>What children will learn:</p> <p>Sub-headings are headings given to a section of text under the main heading Actions are performed for a reason Colours can help create the mood The author's purpose is what they want the reader to understand or take away from their text Character traits are the behaviours and attitudes that make up the character's personality A fact is something that is known as true The difference between fiction and non-fiction An advert is a persuasive text The meaning of different question words A summary is a short re-telling of the main events</p>	<p>What children will be able to do:</p> <p>Retrieve multiple items from a text Infer the reasons for characters' actions Extract the key message Determine what may have happened before a given outcome Use the context to work out the meaning of unknown words Retrieve the main fact from a sentence</p> <p>Use visual clues to retrieve information Infer emotions a text is appealing to Use question words to identify the type of information being asked for Find the meaning of unknown words</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Little People Big Dreams, David Attenborough • Fantastically Great Women who Changed the World <p>Additional Texts:</p> <ul style="list-style-type: none"> • Narratives and a narrative extract • A descriptive text • A non-fiction paragraph • A poem 	<p>What children will learn:</p> <p>Question words can suggest what sort of information you need to look for Chronological order is the order events happened in A caption is a phrase or sentence which explains the picture Sequencing is putting events in the order that they happened Tables can provide a structure to summarise a text A time conjunction tells us when the action is taking place</p>	<p>What children will be able to do:</p> <p>Retrieve specific information Sequence events in the order they happen Retrieve information from more than just the main body of text Make links between events in a text and their own experiences Summarise facts to complete a table Determine when events have taken place in the text</p>
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<p>Summer</p>	<p>HT6</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Aesop’s Fables • The Proudest Blue <p>Additional Texts:</p> <ul style="list-style-type: none"> • An explanation text • A pamphlet to find a home for a pet • A poem • An information text 	<p>What children will learn:</p> <p>A fable is a story that teaches a moral lesson Different ways an author tells us about the characters Titles are the names given to books An illustrator is the person who creates the pictures to accompany the text</p>	<p>What children will be able to do:</p> <p>Arrange events on a timeline in the order they happened Infer a character’s personality by what they say Use the title, pictures, text and personal experiences to make a prediction Infer characters’ feelings from pictures</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Fantastic Mr Fox <p>Additional Texts:</p> <ul style="list-style-type: none"> • A narrative • A non-fiction paragraph • A fact sheet • A poem • A recipe • Location descriptions 	<p>What children will learn:</p> <p>Predictions must be based on clues given An event is an action that happens in the story A bullet point is an organisational device which uses a symbol to indicate separate items A strategy for answering multiple choice questions A recipe is a type of instruction text A location is a particular place (the setting)</p>	<p>What children will be able to do:</p> <p>Annotate a drawing using evidence from the text read to them Sequence events in the order they are revealed Retrieve items from a text Find the meaning of unknown words using knowledge of context and synonyms Retrieve information from a text to prove statements true or false Explore links between texts</p>
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		Unit	Year 3		Unit	Year 4	
Autumn	HT1	Literature Spine Books: <ul style="list-style-type: none"> Greta and the Giants by Zoe Tucker The Pebble in my Pocket by Meredith Hooper 	What children will learn: To exploring Greta's character and understand climate change. That a summary is a brief overview of a text. How real events can be presented as a narrative.	What children will be able to do: Retrieve key details by reading closely. Respond to the core themes in a text. Identify details from a text accurately and efficiently. Infer the view of an author from their language selection. Make connections between what they have read. Retrieve key details by reading closely.	Literature Spine Books: <ul style="list-style-type: none"> The Queen's Nose by Dick King-Smith The Raven by Edgar Allan Poe 	What children will learn: Question words can provide clues to the type of answer needed. Key differences between narratives and poetry. Predictions need to be supported with reference to the text. Inference can be found both in the clues given and the information that is not given. Meaning can be inferred from dialogue and descriptive detail. Poets use language, rhyme and rhythm to create different effects.	What children will be able to do: Identify and discuss key themes across texts. Distinguish between fact and opinion. Give reasons for their predictions. Make inferences about the past experiences of characters and the actions of others. Explain the effects of language choices made by the writer. Infer meaning from dialogue and descriptive detail.
		Additional texts: <ul style="list-style-type: none"> A biographical paragraph An extract from a news article A non-fiction paragraph. A persuasive advert Information texts An interview with a geologist Poems Two short opinion pieces A timeline 	Strategies for scanning for retrieval. The difference between fact and opinion. How different texts can be organised. Themes can be represented in different ways.	Additional Texts: <ul style="list-style-type: none"> A leaflet An invitation A discussion text Poems Narrative extracts News report Watch review Playscript List of rules Information texts A newspaper article 			

Autumn	HT2	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Leon and the Place Between by Angela McAllister • The Night before Christmas by Clement Clarke Moore. <p>Additional texts:</p> <ul style="list-style-type: none"> • Diary extract • Information text • An appeal • A dialogue extract • A police report • An instruction text • Narrative extracts • A court transcript • A playbill • A discussion text • A letter • A description • Two poems 	<p>What children will learn:</p> <p>The differences and similarities between picture and chapter books.</p> <p>Inference combines evidence from the text and personal experience to make a conclusion.</p> <p>A theme is a subject or idea that recurs throughout a text.</p> <p>The difference between stated and suggested information.</p> <p>Poets use rhythm and language to create effects.</p> <p>Meaning can be inferred from description and dialogue.</p>	<p>What children will be able to do:</p> <p>Draw diagrams to exemplify some text.</p> <p>Find evidence to support a given inference.</p> <p>Identify an appropriate theme for a text.</p> <p>Use clues to interpret the intended meaning.</p> <p>Comment on poetic effects.</p> <p>Use inference skills to gain meaning from a range of texts.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The girl who stole an elephant by Nizrana Farook <p>Addition texts:</p> <ul style="list-style-type: none"> • A diary entry • A news report • Two Wanted posters • A narrative dialogue • A poem • Short descriptions of emotions • First person account • Information texts • Survival tips • Short descriptions • Narrative extracts • An opinion piece • A restaurant review • A first person reflection • A narrative extract • A speech • A discursive text 	<p>What children will learn:</p> <p>Authorial intent is what an author intends us to take from their description.</p> <p>There is no right or wrong answer when providing a personal response to a question.</p> <p>The difference between skimming and scanning.</p> <p>Prediction is a form of inference.</p> <p>The difference between precision and concision.</p> <p>A perspective is the view that someone holds.</p>	<p>What children will be able to do:</p> <p>Explain the image that an author is trying to create based on the language that they select.</p> <p>Support an inference by drawing evidence from more than one text.</p> <p>Skim and scan to retrieve details from a text.</p> <p>Make a reasoned prediction that is rooted in evidence.</p> <p>Explain the importance of concision and precision in a summary.</p> <p>Use knowledge of vocabulary and retrieval to construct an inference.</p>
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Spring	HT3	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Sam Wu is Not Afraid of the Dark by Katie and Kevin Tsang <p>Additional texts:</p> <ul style="list-style-type: none"> • A script extract • Reports • Narrative texts • Lists • Poems • A discussion text • A description • Instructions • An incident report • An information text • A report • A science investigation • Narrative extract 	<p>What children will learn:</p> <p>Authors use a range of layout techniques to appeal to the reader. An inference is a statement based on evidence and reasoning. The rule of three groups three things together for greater impact. Atmosphere is the overall feeling, emotion or mood created. That slang is a type of informal language. A summary of a piece of text is a condensed version that only contains the main points.</p>	<p>What children will be able to do:</p> <p>Describe the effectiveness of a layout technique. Identify evidence to support an inference. Identify different literary techniques in a text. Sequence summaries from a text. Identify and discuss the effect of informal language. Interpret notes to organise a text.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Varjak Paw by SF Said <p>Additional Texts:</p> <ul style="list-style-type: none"> • Information texts • Poems • A description • Narrative extracts • An interview • A script • An imagined witness account • An opinion piece • An information text a review • A missing person report • A description • A job advert 	<p>What children will learn:</p> <p>The difference between fact and opinion. Atmosphere is the overall feeling, emotion or mood created in a narrative. A point of view is someone's opinion on a subject. A review is a text intended to inform the reader about a product or a service. A strategy for answering multiple-choice questions. A visual representation is an image, symbol or chart.</p>	<p>What children will be able to do:</p> <p>Use vocabulary to decide whether something is fact or opinion. Infer the meaning of unknown words from the context. Retrieve words and phrases that indicate the writer's point of view. Consider the effect of the choice of words or phrases used by the author to infer the intended meaning. Use a process of elimination to answer multiple-choice questions. Retrieve key facts to create a visual representation.</p>
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Spring	HT4	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Operation Gadget man by Malorie Blackman <p>Additional Texts:</p> <ul style="list-style-type: none"> • Reports • Journal entries • A letter • Instructions • A news report • Poems • A list, • A narrative extract • A text message exchange • A historical narrative • A dialogue between two characters • A discussion 	<p>What children will learn:</p> <p>Foreboding is a sense that something bad is going to happen. The difference between fact and opinion. Subheadings guide the reader through the information in a non-fiction text. Authors use descriptive language to create mood. We compare texts by finding similarities and differences. Poets use word choice and structure to suggest meaning.</p>	<p>What children will be able to do:</p> <p>Explain how an author creates a sense of foreboding. Empathise with a character. Use subheadings to retrieve and organise information. Explain how authors create mood. Find similarities and differences in fiction and non-fiction. Infer meaning from poetic devices.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The Boy at the Back of the Class by Onjali Q. Rauf <p>Additional Texts:</p> <ul style="list-style-type: none"> • An advert • Diary entry • Newspaper article • Dialogue extract • Narrative extracts • A poem • Information texts • Two narrative extracts • An appeal • A news bulletin • Eyewitness account • An opinion piece 	<p>What children will learn:</p> <p>A theme is an idea that pervades a whole text or part of a text. Inferences can be drawn from characters' actions and behaviour and dialogue. Shades of meaning refers to subtle differences in the meaning of words. Authors use language to influence the reader. Intentions and opinions can be inferred from language choices. A range of literary devices can be used to emphasise key ideas.</p>	<p>What children will be able to do:</p> <p>Select specific details from a text to illustrate a theme. Infer meaning from dialogue and description. Select relevant details to produce a summary of a text. Use evidence from a range of sources to support responses. Use inference skills to explain characters' motives and opinions. Identify and explain the impact of literary devices on the reader.</p>
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<p style="text-align: center;">Summer</p>	<p>HT5</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • The Dancing Bear by Michael Morpurgo <p>Additional Texts:</p> <ul style="list-style-type: none"> • A persuasive advert • Diary entries • A formal letter • An instructional text • A radio • Advertisement script • A lullaby • An advert • An audition script • A short story • An extract from a novel 	<p>What children will learn:</p> <p>Words can have an emotive effect. Literary techniques are the different ways language is used to add meaning and impact. Reading a range of texts increases our knowledge base. The theme is the underlying message or the big idea of a story. A topic sentence expresses the main idea of a section of text. Character development is the process of revealing a unique character with depth, personality and clear motivations.</p>	<p>What children will be able to do:</p> <p>Explain how meaning is enhanced through choice of words. Recognise how different texts use the same techniques to influence the reader. Draw on multiple texts to expand their views on different topics. Identify themes in a text and compare how texts explore the same themes. Summarise a text by identifying and simplifying the topic sentence. Infer characters' intentions</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Young, Gifted and Black by Jamia Wilson • Caged Bird by Maya Angelou <p>Additional Texts:</p> <ul style="list-style-type: none"> • A non-fiction text • Narrative extract • Diary entries • School report • An advertisement • Job description • Poems • Diary entry • Newspaper reports • Narrative dialogue extract • Information texts • Opinion piece 	<p>What children will learn:</p> <p>To compare texts means to find similarities and differences between them. The purpose of a text is the message an author wishes to convey. Making comparisons means to find similarities and differences. The difference between stated and implied information. The opinions of a writer can be inferred from the language they use. Texts can have a range of purposes and audiences.</p>	<p>What children will be able to do:</p> <p>Select phrases from a text to prove or disprove a statement. Select evidence from a range of texts to validate an inference. Select evidence from a text to justify an inference. Make valid predictions based on stated or implied details. Distinguish significant information in a text from supplementary details. Can identify and describe contrasts in language and tone.</p>
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<p style="text-align: center;">Summer</p>	<p>HT6</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The Magician’s Nephew by C.S. Lewis <p>Additional Texts:</p> <ul style="list-style-type: none"> • A biography • A short story • Newspaper reports • Persuasive adverts • Missing persons reports • An historical report • Extended narrative • An extract from Alice in Wonderland • A poem 	<p>What children will learn:</p> <p>Retrieve means to find and get information from the text.</p> <p>Texts are written for different purposes.</p> <p>A genre is a particular type of literature, art, film or music.</p> <p>A motive is the reason, need or desire that causes a person to act.</p> <p>The difference between skimming and scanning.</p> <p>Perspective is the point of view from which the story is told.</p>	<p>What children will be able to do:</p> <p>Retrieve key details from the text.</p> <p>Infer the purpose of a text.</p> <p>Identify the genre of multiple texts which explore a similar theme.</p> <p>Explain how a character is feeling from their actions and what they say.</p> <p>Scan and highlight text to answer retrieval questions.</p> <p>Draw on different texts to develop a personal view on a theme.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Wind in the Willows by Kenneth Grahame • The Walrus and the Carpenter by Lewis Carroll <p>Additional texts:</p> <ul style="list-style-type: none"> • Non-fiction extracts • Playscripts • A poem • A diary entry • Newspaper report • Narrative extracts • Descriptive piece • An advertisement • Witness statements • A Wanted poster • Two invitations • Contextual information about Lewis Carroll 	<p>What children will learn:</p> <p>Poetic devices can be used to express meaning in narrative texts.</p> <p>Inferences can be drawn from specific details and clues in the text.</p> <p>A prediction needs to be based on evidence.</p> <p>The difference between explicit and implicit.</p> <p>Writers use language to persuade and evoke atmosphere.</p> <p>What a summary should include.</p>	<p>What children will be able to do:</p> <p>Skim and scan texts to locate specific words or phrases.</p> <p>Find evidence in a text to support a given statement or inference.</p> <p>Can use inference to prove or disprove a given statement.</p> <p>Can identify and locate evidence of specific themes in texts.</p> <p>Retrieve specific details from multiple sources and from across a text.</p> <p>Select evidence to prove or disprove a given statement.</p>
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		Unit	Year 5		Unit	Year 6	
Autumn	HT1	Literature Spine Books: <ul style="list-style-type: none"> • Shackleton’s Journey by William Grill Additional Texts: <ul style="list-style-type: none"> • a letter • an interview • a report • poems • an internal monologue a narrative extract • an extended narrative, a diary extract • a news report • a playscript • a report • an advertisement • a speech • an information leaflet • a biography 	What children will learn: The author’s intent dictates the style of a book. The language we use changes over time. Predictions need to be feasible and based on evidence. The difference between relevant and irrelevant information. Comparing and contrasting means finding similarities and differences. Quotations need to be considered in context.	What children will be able to do: Use skimming and scanning to retrieve. Use evidence to support an opinion. Retrieve quotations to prove statements. Use life experience and empathy to support inference. Retrieve multiple examples of evidence. Construct an extended response to explain inference.	Literature Spine Books: <ul style="list-style-type: none"> • Rooftoppers by Katherine Rundell • The Listeners by Walter del la Mare Additional Texts: <ul style="list-style-type: none"> • an advertisement • reports • a recipe • poems • a script • an interview • an extended playscript • a description • a biography • a discussion • a fact file • a welcome leaflet • a narrative 	What children will learn: Motivation for a character’s actions or feelings can be inferred. Some of the techniques used by authors to convey a character’s mood. Contrast means to find differences. How to use inference to explore the meaning of figurative language. Context can be used to work out the meaning of archaic language. Synonyms can be used as a checking device when explaining the meaning of unfamiliar words.	What children will be able to do: Use organisational devices to navigate a text efficiently. Make inferences to draw overarching meaning from a text. Record responses concisely. Reason about how an author intends the reader to respond to a character. Paraphrase a question to clarify what is required. Justify inference using evidence from the text.

Autumn	HT2	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Secrets of s Sun King by Emma Caroll • If by Rudyard Kipling <p>Additional Texts:</p> <ul style="list-style-type: none"> • reports • some museum labels • an advertisement • a balanced argument • a sports commentary • a discussion • a manifesto • a list of school rules • a travel itinerary • a description • narrative extracts • a set of instructions • a fact sheet • a poem • a news report 	<p>What children will learn:</p> <p>A summary is a brief account of the main points.</p> <p>A story can have more than one narrator.</p> <p>Interpretations may vary depending on our own experience.</p> <p>Empathy helps to interpret characters' actions.</p> <p>Precision is needed when quoting.</p> <p>The technique of dropping hints to the reader is called foreshadowing.</p>	<p>What children will be able to do:</p> <p>Use layout features to navigate a text.</p> <p>Consider the relative strength of multiple pieces of evidence.</p> <p>Use synonyms to support retrieval.</p> <p>Explain the impact of word choices on the reader.</p> <p>Use key question words to support retrieval.</p> <p>Make inferences from a character's actions and spoken words.</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Pig Heart Boy by Malorie Blackman • How to Live Forever by Colin Thompson <p>Additional Texts:</p> <ul style="list-style-type: none"> • an explanation poems • a persuasive letter • a narrative extract • an advertisement • reports • a biography • a monologue • a report • a transcript • a narrative • some labels • an advertisement • an extended narrative 	<p>What children will learn:</p> <p>Fiction can be used as a context to explore controversial issues.</p> <p>A supposition is a belief without proof.</p> <p>Words within questions may differ to those in the text.</p> <p>In a nonlinear narrative, events are told out of order.</p> <p>Wry humour is a form of dry humour, intended to mock.</p> <p>It is helpful to read a poem twice: once for an overall impression and twice for meaning</p>	<p>What children will be able to do:</p> <p>Retrieve multiple examples from a text.</p> <p>Justify opinions using evidence from the text.</p> <p>Substitute words with synonyms to support understanding.</p> <p>Annotate a text to explain implied meaning.</p> <p>Analyse questions to clarify their intention.</p> <p>Structure a response to a text verbally.</p>
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<p style="text-align: center;">Spring</p>	<p>HT3</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • A Midsummer Night’s Dream by William Shakespeare • I am not a Label by Cerrie Burnell <p>Additional Texts</p> <ul style="list-style-type: none"> • biographies • a commentary • an extract from the original play • narratives • a report • poems • a narrative • a report • a discussion • an extended narrative • an information leaflet • an interview • a diary extract • an advertisement 	<p>What children will learn:</p> <p>Answers do not always need to be in full sentences. The wording in questions may not match that in the text. The protagonist is the main character in a story, film or play. Narratives are not always written chronologically. Some of the misconceptions and prejudices that exist about disability. The content of a book can shape our attitudes and opinions.</p>	<p>What children will be able to do:</p> <p>Analyse questions carefully to understand what is required. Summarise a paragraph or longer section of text. Orally rehearse responses before writing them. Explain how a piece of evidence supports a point. Use antonyms to support when proving or disproving statements. Identify superfluous words when summarising.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • All Aboard the Empire Windrush by Jillian Powell • The Island by Armin Greder <p>Additional Texts</p> <ul style="list-style-type: none"> • extended narratives • news reports • a poem • a letter • reports • an advertisement • narrative extracts • a discussion • a description • an internal monologue • an interview transcript 	<p>What children will learn:</p> <p>Language used by an author is influenced by its intended impact. Empathising with characters helps to understand them. Paraphrasing is a way of summarising. Evidence needs to be interpreted to show how it supports a viewpoint. Prediction is a form of inference. Images can be used to both retrieve information and infer meaning.</p>	<p>What children will be able to do:</p> <p>Consider the relative strengths of multiple pieces of evidence. Make comparisons. Recognise and discuss key themes across texts. Use life experiences to support inference. Make feasible predictions based on given information. Use evidence to prove or disprove statements.</p>
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Spring	HT4	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Boy in the Tower by Poly Ho-Hen • Daffodils by William Wordsworth <p>Additional Texts</p> <ul style="list-style-type: none"> • poem • a fact file • a set of instructions • a speech • a section of dialogue • reports • a news report • an internal monologue • a poster • descriptions • an explanation • an advertisement • a magazine article • a narrative extract 	<p>What children will learn:</p> <p>Some stock phrases to support interpreting evidence.</p> <p>A range of techniques used to end chapters and motivate the reader to read on.</p> <p>A theme is an idea which repeats throughout a work of art or book.</p> <p>How to structure an oral response to questions.</p> <p>Pictorial representations can be used to summarise key points.</p> <p>Archaic language is outdated and rarely used vocabulary.</p>	<p>What children will be able to do:</p> <p>Identify some techniques used in poetry and explain their intended effect.</p> <p>Use inference to support summarising a paragraph.</p> <p>Identify red-herring information when answering multiple choice questions.</p> <p>Distinguish between facts and opinions.</p> <p>Copy the minimum number of words to make a point when quoting.</p> <p>Explain an author's intention in varying a narrative structure.</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Skellig by David Almond • A Carol from Flanders by Fedrick Niven <p>Additional Texts</p> <ul style="list-style-type: none"> • an advert • reports • a poem • narrative extracts • a dialogue • a diary entry • discussions 	<p>What children will learn:</p> <p>Synonyms can be used to support retrieval.</p> <p>Predictions should be based on evidence.</p> <p>Information can be implicit or explicit.</p> <p>Identifying more than one piece of evidence helps to support a point.</p> <p>Contrast means to find differences.</p> <p>Authors can infer meaning through figurative language.</p>	<p>What children will be able to do:</p> <p>Write a summary and review its accuracy.</p> <p>Infer an author's opinion using text evidence.</p> <p>Retrieve a quotation to support a point.</p> <p>Explain the impact of word choices on the reader.</p> <p>Retrieve key information about how characters feel.</p> <p>Use evidence to prove or disprove statements.</p>
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<p style="text-align: center;">Summer</p>	<p>HT5</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • The Explorer by Katherine Rundell <p>Additional Texts</p> <ul style="list-style-type: none"> • two news articles • a travel advert • an extract from a narrative • instructions • a diary entry • an information text • a debate • a recipe • a news report • a historical / scientific article • a poem 	<p>What children will learn:</p> <p>Key words can be used to support inference. Rhetorical questions can be used as a persuasive device. Information within nonnarrative texts is not always factual. Language in a debate is chosen to have impact. Information in news reports is not always reliable. Imagery is a literary device to create pictures with words.</p>	<p>What children will be able to do:</p> <p>Identify whether a statement is true or false. Identify key information to use in a summary. Use evidence to support a prediction. Draw on text evidence to reach a conclusion. Scan a text to retrieve specific information. Distinguish between implicit and explicit information.</p>	<p>Literature Spine Books:</p> <ul style="list-style-type: none"> • Dare to Be You by Matthew Syed <p>Additional Texts</p> <ul style="list-style-type: none"> • diary extracts • a report • narrative extracts • a biography • a news report • extended narratives • a biography • a personal recount • a combined persuasive and explanatory text • a playscript • a discursive text • an advertisement 	<p>What children will learn:</p> <p>Subheadings help the reader to navigate a text. Quotations should be interpreted to demonstrate how they support a point. Opinions need to be supported by evidence. Bullet points are a method of summarising. Elaboration of a point makes the argument more convincing. Personality traits can be conveyed through actions and dialogue.</p>	<p>What children will be able to do:</p> <p>Find and copy specific words or phrases accurately. Identify themes across multiple texts. Comment on authorial intentions. Use personal experience to support inference. Decide on the relative strength of multiple pieces of evidence. Compare and contrast characters.</p>
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<p style="text-align: center;">Summer</p>	<p>HT6</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • 5 children and It by E. Nesbit <p>Additional Texts</p> <ul style="list-style-type: none"> • a house advert • an article on natural beauty • a police incident report • an eyewitness account an advert • two narratives • a set of instructions • thought bubble • an invitation • x2 opinion papers • a conversation advert • excerpt from a court hearing • a narrative 	<p>What children will learn:</p> <p>Humour can be created using vocabulary outside its usual context.</p> <p>Authors manipulate our response to characters.</p> <p>Dialogue can convey information about a character,</p> <p>A theme is an idea that reappears in a work of art or literature.</p> <p>The spelling and use of language changes over time.</p> <p>Authors may use stereotypes to portray characters.</p>	<p>What children will be able to do:</p> <p>Use text evidence to make a comparison.</p> <p>Make inferences about a character based on their actions.</p> <p>Sequence retrieved information.</p> <p>Infer the meaning of unfamiliar words using contextual clues.</p> <p>Distinguish between facts and opinions.</p> <p>Demonstrate empathy towards fictional or real characters.</p>	<p>Literature Spine</p> <p>Books:</p> <ul style="list-style-type: none"> • Oliver Twist by Charles Dickens <p>Additional Texts</p> <ul style="list-style-type: none"> • a biography • a report • a letter • narrative extracts • a discussion • a news report • two poetry extracts • a narrative extract • a playscript • a leaflet • two discussions • a poetry extract • a balanced argument • an advertisement 	<p>What children will learn:</p> <p>The language we use changes over time.</p> <p>Actions and dialogue can provide information about a character.</p> <p>Many children were exploited during Victorian times.</p> <p>Dickens used imagery and great detail in his writing.</p> <p>Antonyms and synonyms can be used to support retrieval.</p> <p>Dickens championed the poor.</p>	<p>What children will be able to do:</p> <p>Find and copy specified information.</p> <p>Use evidence from the text to justify inference.</p> <p>Use question words as a guide to the type of information to be retrieved.</p> <p>Use life experiences to support inference.</p> <p>Can prove or disprove statements using evidence. Can infer meaning from a whole text.</p>
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