

	AUTUMN		SPRING		SUMMER	
CLASS NOVELS	<u>Year 5</u> <ul style="list-style-type: none"> <li>The Goldfish Boy - Lisa Thompson</li> <li>The Haunting of Aveline Jones - Phil Hicke</li> </ul>	<u>Year 6</u> <ul style="list-style-type: none"> <li>Wonder - R J Palacio</li> <li>Malamander - Thomas Taylor</li> </ul>	<u>Year 5</u> <ul style="list-style-type: none"> <li>Rumaysa - Radiya Hafiza</li> </ul>	<u>Year 6</u> <ul style="list-style-type: none"> <li>Orphans of the Tide - Struan Murray</li> <li>Skellig - David Almond</li> </ul>	<u>Year 5</u> <ul style="list-style-type: none"> <li>POPI - Mitch Johnson</li> <li>Once - Morris Gleitzman</li> <li>Tamarind and the Star of Ishta - Jasbinder Bilan</li> </ul>	<u>Year 6</u> <ul style="list-style-type: none"> <li>The Explorer - Katherine Rundell</li> <li>When the Sky Falls - Phil Earle</li> </ul>
LETTERS AND SOUNDS	Consolidate and embed previous skills (see progression of skills doc).					
WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words.					
BOOKS AND RANGE OF READING	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Making comparisons within and across books.</p>					
VOCABULARY, LANGUAGE AND STRUCTURE	<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>					
POETRY, PLAYS AND PERFORMANCE	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>					
UNDERSTANDING AND COMPREHENSION	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p>					
INFERENCE, DEDUCTION AND PREDICTION	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>					
DISCUSSION AND VIEWPOINT	<p>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.</p> <p>Identifying and discussing themes and conventions across a wide range of writing.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>					
NON-FICTION BOOKS, SUMMARY AND RETRIEVAL	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>					