Dogsthorpe Academy Long Term Plan – Reading

Year 3

Domains of Knowledge	Key concepts
2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	Decoding Word reading meaning and understanding Range of reading Familiarity of texts Poetry and Performance Non-fiction texts Comprehension – covered by domains of knowledge Oracy/Drama/Discussion Reading for Pleasure

Autumn		Spring		Summer	
Pioneering Peterborough	Food Glorious Food	Prehistory	Mother Earth	Fangs and Fur	Romans
Genres Fiction, Non-fiction, Poem,	**Genres** Fiction, Non-fiction, Poem. Playscript	**Genres** Fiction, Non-fiction, poem, legends	**Genres** Fiction, Non-fiction, stories from other cultures, poem, fairy-tale	**Genres** Fiction, Non-fiction, Poem. Playscript	**Genres** Fiction, Non-fiction, diary, poem, myth
DOK	**DOK**	**DOK**	**DOK**	**DOK**	**DOK**
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		2h) Make comparisons within the text	2h) Make comparisons within the text	2h) Make comparisons within the text	2h) Make comparisons within the text
Key Concepts	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**
• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure
End points covered	**End points covered**	**End points covered**	**End points covered**	**End points covered**	**End points covered**

Develop an enduring appreciation and enjoyment of literature, with knowledge of a wide range of texts, styles and genres.

Read for a range of purposes.

Fluently and confidently talk about reading through discussion, debate, performance, and review of texts.

Be able to express a preference for a genre or author and discuss what they enjoy about reading, select their own texts to read for pleasure.

Be able to read a text suitable to age fluently and with prosody.

Be able to comprehend a text through each of the content domains, enhanced through the use of drama techniques and spoken language.

Knowledge broken down – National Curriculum

Decoding

*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Range of reading

*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

*have the opportunity to listen frequently to a range of texts, including whole books not just extracts.

Familiarity of text

*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

*learn the conventions of different types of writing

Poetry and performance

*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

*recognising some different forms of poetry

Non-Fiction

*pupils should know what information to look for before they begin and be clear about the text – taught to use pages and indexes to locate information.

Comprehension

Word meaning

*using dictionaries to check the meaning of words that they have read

Understanding

*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

Inferences

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

*predicting what might happen from details stated and implied

Authorial Intent

*discussing words and phrases that capture the reader's interest and imagination

*identifying how language, structure, and presentation contribute to meaning

Retrieval

*retrieve and record information from non-fiction

*scan different sections of unknown texts (both fiction and non-fiction) to find information **Summarising**

*identifying the main ideas from more than one paragraph and summarising these

Discussing reading

*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.

*explore texts, events and characters through the use of a variety of drama and oracy activities.

*use drama approaches to understand the meaning of texts, especially poems and plays.

Reading for pleasure

*have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts.

*read a wide variety of genres and authors

*choose books to read for pleasure in their own time

*express a preference for a genre or author and discuss what they enjoy about reading, have opportunities to select their own books (after being taught how to do so) with teachers using library services and expertise to support this.

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Speaking and listening – drama activities, debates, role play, conscious alley, performance, etc Comprehension questions Star Assessments PiXl reading speed PiXl Tests PiXl pedagogy grids Reading conferencing 1:1 reading, group contributions, class contributions OYG grids for those who are SEN and working 2 years below peers					
Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and FBC links to be outlined and stated in MTPs

SMSC and FBC links

Discuss and explore a point of view through stories poems and plays
Express their beliefs, feelings, ideas and emotions through talk
Read in unusual settings
Read poetry and great works of fiction including traditional tales, myths and legends
Use and express their imaginations in reading, speaking and listening
Discuss and explore a point of view through stories, poems and plays
Explore stories that other texts that present moral issues (No outsiders)
Read a range of fiction set in a range of social settings
Explore moral issues through reading, discussion, drama and role play
Present an argument through talk
Debate about social issues (No outsiders)
Use non-fiction texts such as newspaper reports as a stimulus for debate
Read a range of fiction set in a range of social settings
Explore the origins of words and language

Spoken Language

Pupils should be taught to:
- 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 expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and ing ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)

<mark>Listen to, read and discuss resources such as stories that challenge stereotypes (No outsiders)</mark> <mark>Take part in productions and performances</mark> <mark>Read and listen to texts from a variety of cultures</mark> <mark>Read traditional and cultural tales, myths and legends</mark> Democracy - Choose favourite texts through discussions or vote (class fun text or if children choose their text) Individual liberty - express an idea in discussion or debate Individual liberty – choose a book to read according to personal preference Tolerance and respect – read stories that challenge stereotypes and preconceptions Tolerance and respect – listen to others' views in debate or discussion	• consider and evaluate different viewpoints, attending to and building on the contributions of • select and use appropriate registers for effective communication.

Year 4

Domains of Knowledge	Key concepts
2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	Decoding Word reading meaning and understanding Range of reading Familiarity of texts Poetry and Performance Non-fiction texts Comprehension – covered by domains of knowledge Oracy/Drama/Discussion Reading for Pleasure

Autumn		Spring		Summer	
River deep, mountain high	Road Trip USA	The Anglo Saxons	Fish and Ships	Viking Raiders	Early Civilisations
Genres Poem, fairytale, non-fiction	Genres Fiction, Other cultures/traditions, poetry and short stories. Non-fiction.	Genres Fiction, Non-fiction, Diary. Poem. Norse Myths.	Genres Fiction, Non-fiction, Legends under the sea. Poems.	Genres Fiction, Non-fiction, Diary. Poem. Playscript. Legend.	Genres Fiction, Non-fiction, Poem. Fairytale, diary.
DOK	DOK	DOK	DOK	DOK	DOK
2a) Give/explain the meaning of words in context	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key

2b) Retrieve and record information/Identify key details from fiction and non-fiction	details from fiction and non-fiction 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2g) Identify/explain how meaning is enhanced through choice of words and phrases	details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	details from fiction and3 non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text
Key Concepts	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**
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End points covered	**End points covered**	**End points covered**	**End points covered**	**End points covered**	**End points covered**

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Read for a range of purposes.
Fluently and confidently talk about reading through discussion, debate, performance, and review of texts.
Be able to express a preference for a genre or author and discuss what they enjoy about reading, select their own texts to read for pleasure.
Be able to read a text suitable to age fluently and with prosody.
Be able to comprehend a text through each of the content domains, enhanced through the use of drama techniques and spoken language.

Knowledge broken down – National Curriculum
Decoding
*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of reading
*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
*have the opportunity to listen frequently to a range of texts, including whole books not just extracts.
Familiarity of text

*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

*learn the conventions of different types of writing

Poetry and performance

*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

*recognising some different forms of poetry

Non-Fiction

*pupils should know what information to look for before they begin and be clear about the text – taught to use pages and indexes to locate information.

Comprehension

Word meaning

*using dictionaries to check the meaning of words that they have read

Understanding

*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

Inferences

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

*predicting what might happen from details stated and implied

Authorial Intent

*discussing words and phrases that capture the reader's interest and imagination

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Retrieval

*retrieve and record information from non-fiction

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*identifying the main ideas from more than one paragraph and summarising these

Discussing reading

*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.

*explore texts, events and characters through the use of a variety of drama and oracy activities.

*use drama approaches to understand the meaning of texts, especially poems and plays.

Reading for pleasure

*read a wide variety of genres and authors

*choose books to read for pleasure in their own time

*express a preference for a genre or author and discuss what they enjoy about reading, have opportunities to select their own books (after being taught how to do so) with teachers using library services and expertise to support this.

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Speaking and listening – drama activities, debates, role play, conscious alley, performance, etc

Comprehension questions

Star Assessments

PiXl reading speed

PiXl Tests

PiXl pedagogy grids

Reading conferencing

1:1 reading, group contributions, class contributions

OYG grids for those who are SEN and working 2 years below peers

Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs

SMSC and FBC links

Discuss and explore a point of view through stories poems and plays

Express their beliefs, feelings, ideas and emotions through talk

Read in unusual settings

Read poetry and great works of fiction including traditional tales, myths and legends

Use and express their imaginations in reading, speaking and listening

Discuss and explore a point of view through stories, poems and plays

Explore stories that other texts that present moral issues (No outsiders)

Read a range of fiction set in a range of social settings

Explore moral issues through reading, discussion, drama and role play

Present an argument through talk

Debate about social issues (No outsiders)

Use non-fiction texts such as newspaper reports as a stimulus for debate

Read a range of fiction set in a range of social settings

Explore the origins of words and language

Listen to, read and discuss resources such as stories that challenge stereotypes (No outsiders)

Take part in productions and performances

Read and listen to texts from a variety of cultures

Read traditional and cultural tales, myths and legends

Democracy - Choose favourite texts through discussions or vote (class fun text or if children choose their text)

Individual liberty - express an idea in discussion or debate

Individual liberty – choose a book to read according to personal preference

Tolerance and respect – read stories that challenge stereotypes and preconceptions

Tolerance and respect – listen to others' views in debate or discussion

Spoken Language

Pupils should be taught to:

- 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
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year 5

Domains of Knowledge	Key concepts
2a) Give/explain the meaning of words in context	Decoding
2b) Retrieve and record information/Identify key details from fiction and non-fiction	Word reading meaning and understanding
2c) Summarise main ideas from more than one paragraph	Range of reading
2d) Make inferences from the text/explain and justify inferences with evidence from the text	Familiarity of texts
2e) Predict what might happen from details stated and implied	Poetry and Performance
2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole	Non-fiction texts
2g) Identify/explain how meaning is enhanced through choice of words and phrases	Comprehension – covered by domains of knowledge
2h) Make comparisons within the text	Oracy/Drama/Discussion
	Reading for Pleasure

Autumn		Spring		Summer	
Scream machine	Greek Legacy	A Journey Through Early Islam	One Small Step	Time Travelling Transport	Topic title 6 Sow, Grow and Farm
Genres Fiction, Non-fiction, poem	**Genres** Fiction, Non-fiction Other culture/traditions, myth/legend, Playscripts. Diary	**Genres** Fiction, Non-fiction, Fairytale. Traditional tale. Myths and legends. Poems	**Genres** Fiction, Non-fiction, Science - Explanation. Poems.	**Genres** Fiction, Non-fiction, Poems. Playscripts. Diary	**Genres** Fiction, Non-fiction, Poems. Twisted fairytale.
DOK	**DOK**	**DOK**	**DOK**	**DOK**	**DOK**
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End points covered	**End points covered**	**End points covered**	**End points covered**	**End points covered**	**End points covered**

Develop an enduring appreciation and enjoyment of literature, with knowledge of a wide range of texts, styles and genres.

Read for a range of purposes.

Fluently and confidently talk about reading through discussion, debate, performance, and review of texts.

Be able to express a preference for a genre or author and discuss what they enjoy about reading, select their own texts to read for pleasure.

Be able to read a text suitable to age fluently and with prosody.

Be able to comprehend a text through each of the content domains, enhanced through the use of drama techniques and spoken language.

Knowledge broken down – National Curriculum

Decoding

*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Range of reading

*continuing to read and discuss an increasingly 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

*making comparisons within and across books – characters, different accounts of the same event, discuss viewpoints (of authors and characters)

*even though pupils can 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.

Familiarity of text

*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

*identifying and discussing themes and conventions in and across a wide range of writing e.g. loss, heroism

Poetry and performance

*learning a wider range of poetry by heart

*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

Non-Fiction

*distinguish between statements of fact and opinion

*retrieve, record and present information from nonfiction

*using reference books, pupils need to know what information they need to look for before they begin and understand the task. Use contents pages and indexes to locate information.

<u>Comprehension</u>

Word meaning

*using dictionaries to check the meaning of words that they have read

Understanding

*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

Inferences

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

*predicting what might happen from details stated and implied

Authorial Intent

*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

Retrieval

*retrieve and record information from non-fiction

Summarising

*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Discussing reading

*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,

*provide reasoned justifications for their view

*recommending books that they have read to their peers, giving reasons for their choices

*understand the technical terms needed to discuss what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.

Reading for pleasure
*recommending books that they have read to their peers, giving reasons for their choices
Knowledge broken down – by year group

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Speaking and listening – drama activities, debates, role play, conscious alley, performance, etc Comprehension questions Star Assessments PiXl reading speed PiXl Tests PiXl pedagogy grids Reading conferencing 1:1 reading, group contributions, class contributions OYG grids for those who are SEN and working 2 years below peers					
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SMSC and FBC links
Discuss and explore a point of view through stories poems and plays
Express their beliefs, feelings, ideas and emotions through talk
Read in unusual settings
Read poetry and great works of fiction including traditional tales, myths and legends
Use and express their imaginations in reading, speaking and listening
Discuss and explore a point of view through stories, poems and plays
Explore stories that other texts that present moral issues (No outsiders)
Read a range of fiction set in a range of social settings
Explore moral issues through reading, discussion, drama and role play
Present an argument through talk
Debate about social issues (No outsiders)
Use non-fiction texts such as newspaper reports as a stimulus for debate
Read a range of fiction set in a range of social settings
Explore the origins of words and language
Listen to, read and discuss resources such as stories that challenge stereotypes (No outsiders)
Take part in productions and performances
Read and listen to texts from a variety of cultures
Read traditional and cultural tales, myths and legends
Democracy - Choose favourite texts through discussions or vote (class fun text or if children choose their text)
Individual liberty - express an idea in discussion or debate
Individual liberty – choose a book to read according to personal preference
Tolerance and respect – read stories that challenge stereotypes and preconceptions
Tolerance and respect – listen to others' views in debate or discussion

Spoken Language
Pupils should be taught to:
- 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
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year 6

Domains of Knowledge	Key concepts
2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	Decoding Word reading meaning and understanding Range of reading Familiarity of texts Poetry and Performance Non-fiction texts Comprehension – covered by domains of knowledge Oracy/Drama/Discussion Reading for Pleasure

Autumn		Spring		Summer	
Migration Through Britain	The Day of the Dead	Ice, Ice, Baby	Survival Of The Fittest	World War 2	Majestic Monarchs
Genres Fiction, Non-fiction, poem Diary, African Tales,	**Genres** Fiction, Non-fiction Other culture/traditions, myth/legend, Diary	**Genres** Diaries. Biographies. Poem. Survival stories, other cultures and traditions	**Genres** Fiction, Non-fiction, Diaries. Biographies. Poem. Fairytale theme - The Snow Queen.	**Genres** Fiction, non-fiction, Diaries. Biographies. Poem. Playscript	**Genres** Fiction, Non-fiction, Traditional stories. Poems. Diaries.
DOK	**DOK**	**DOK**	**DOK**	**DOK**	**DOK**
2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2g) Identify/explain how meaning is enhanced through choice of words and phrases	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text	2a) Give/explain the meaning of words in context 2b) Retrieve and record information/Identify key details from fiction and3 non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2h) Make comparisons within the text
Key Concepts	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**	**Key Concepts**

• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure	• Word reading meaning and understanding • Range of reading • Familiarity of texts • Poetry and Performance • Non-fiction texts • Comprehension • Oracy/Drama/Discussion • Reading for Pleasure
End points covered	End points covered	End points covered	End points covered	End points covered	End points covered

Develop an enduring appreciation and enjoyment of literature, with knowledge of a wide range of texts, styles and genres.

Read for a range of purposes.

Fluently and confidently talk about reading through discussion, debate, performance, and review of texts.

Be able to express a preference for a genre or author and discuss what they enjoy about reading, select their own texts to read for pleasure.

Be able to read a text suitable to age fluently and with prosody.

Be able to comprehend a text through each of the content domains, enhanced through the use of drama techniques and spoken language.

Knowledge broken down – National Curriculum

Decoding

*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Range of reading

*continuing to read and discuss an increasingly 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

*making comparisons within and across books – characters, different accounts of the same event, discuss viewpoints (of authors and characters)

*even though pupils can 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.

Familiarity of text

*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

*identifying and discussing themes and conventions in and across a wide range of writing e.g. loss, heroism

Poetry and performance

*learning a wider range of poetry by heart

*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

Non-Fiction

*distinguish between statements of fact and opinion

*retrieve, record and present information from nonfiction

*using reference books, pupils need to know what information they need to look for before they begin and understand the task. Use contents pages and indexes to locate information.

Comprehension

Word meaning

*using dictionaries to check the meaning of words that they have read

Understanding

*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

Inferences

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

*predicting what might happen from details stated and implied

Authorial Intent

*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

Retrieval

*retrieve and record information from non-fiction

Summarising

*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Discussing reading

*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,

*provide reasoned justifications for their view

*recommending books that they have read to their peers, giving reasons for their choices

*understand the technical terms needed to discuss what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.

Reading for pleasure

*recommending books that they have read to their peers, giving reasons for their choices

Knowledge broken down – by year group

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Speaking and listening – drama activities, debates, role play, conscious alley, performance, etc Comprehension questions Star Assessments PiXl reading speed PiXl Tests PiXl pedagogy grids Reading conferencing 1:1 reading, group contributions, class contributions OYG grids for those who are SEN and working 2 years below peers					
Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs	Cross curricular links and SMSC and FBC links to be outlined and stated in MTPs

SMSC and FBC links

Discuss and explore a point of view through stories poems and plays

Express their beliefs, feelings, ideas and emotions through talk

Read in unusual settings

Read poetry and great works of fiction including traditional tales, myths and legends

Use and express their imaginations in reading, speaking and listening

Discuss and explore a point of view through stories, poems and plays

Explore stories that other texts that present moral issues (No outsiders)

Read a range of fiction set in a range of social settings

Explore moral issues through reading, discussion, drama and role play

Present an argument through talk

Debate about social issues (No outsiders)

Use non-fiction texts such as newspaper reports as a stimulus for debate

Read a range of fiction set in a range of social settings

Explore the origins of words and language

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
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- 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
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)

Listen to, read and discuss resources such as stories that challenge stereotypes (No outsiders) Take part in productions and performances Read and listen to texts from a variety of cultures Read traditional and cultural tales, myths and legends Democracy - Choose favourite texts through discussions or vote (class fun text or if children choose their text) Individual liberty - express an idea in discussion or debate Individual liberty – choose a book to read according to personal preference Tolerance and respect – read stories that challenge stereotypes and preconceptions Tolerance and respect – listen to others' views in debate or discussion	• consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.

Choosing texts

National approved high quality recommended texts based on age bands, word count, word speed and their links to the topics. These may vary year to year depending on the needs of the children and the changes in topic. When we cannot identify an appropriate and engaging text to match topic, we will choose a text for enjoyment and concentrate on linking the genre focus to text instead of the fiction text. Texts will aim to be reflect diversity throughout the academy.

KEY SMSC AND FBC

Spirituality – explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral – recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social – use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints, participate, volunteer and cooperate, resolve conflict.

Cultural – appreciate cultural influences; appreciate the role of Britain's parliamentary system participate in cultural opportunities; understand, accept, reflect and celebrate diversity.