

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session (if necessary)	
2	<p>Wider Reading Skills</p> <p>Expression and volume, phrasing, smoothness, pace</p>	<p>I know how to read fluently by using expression, intonation, emphasis, pauses, pace and changes in volume to entertain the audience.</p> <p>I know how to change my tone so that my voices matches my interpretation of the text.</p> <p>I know how to read fluently by scanning ahead and seeing the words that should be read together in phrases in sentences.</p>	<p>Week 1: 01.09.25 Stig of the Dump, by Clive King Adult (p.10-12) Pupils (p.14-16)</p> <p>Week 2: 08.09.25 The Wonder Garden, by Kristjana Williams Adult (p.16) Pupils (p.8)</p>	<p>Shared: In pairs, pupils to apply reading strategies, which were modelled by adult, to the text.</p>	<p>Guided Group Group 5: PM13 The noodle Race or Dancing Gingerbread Groups 1-4 p.17-20 activity</p> <p>Non-guided -Connector Books -Follow-up task -Dictionary -Literacy Gold</p>
1	<p>Wider Reading Skills</p> <p>Scanning and skim reading</p>	<p>I know that I can scan the text more quickly to find information by only scanning specific parts of the text.</p> <p>I know how to skim read by noticing key words (nouns/verbs) and can use them to give a gist of a paragraph.</p> <p>I know that I reread text carefully to understand it fully.</p>	<p>15.09.25 WWII animal heroes (First News) Extracts</p> <p>Week 2: 22.09.25 Fiction and poetry texts</p>	<p>Shared: Pupils to practice reading strategies to short task in pairs. Followed by similar task to a different extract independently.</p>	<p>Guided Group All groups to explore "Letters from the second World War"</p> <p>Non-guided -Book Reviews -Comprehension: Blitz -Connectors -Literacy Gold</p>
1		<p>National Reading Week activities National Poetry Week</p>	<p>29.09.25 National Poetry Day lesson</p>	<p>Exploration of poetry and exposure to a mixture of poems</p>	<p>L1: Intro L2: Examples of counting poems L3: Creating own counting poem L4: Year group performance</p>
1	<p>Grammar for Reading</p> <p>Using punctuation</p>	<p>I know that colons are used at the end of a clause to show that an answer, elaboration or explanation follows.</p> <p>I know that semi-colons are used to separate two</p>	<p>06.10.25 City Sky Scraper setting description (Teach Mate A.I.)</p>	<p>Shared: Pupils to practice reading strategies to short task</p>	<p>Guided Group All groups to explore letters of complaint.</p>

		main clauses that are closely related to each other but could stand on their own as sentences. I know how to understand sentences that include colons and semi colons by thinking about how this punctuation shapes the meaning of the sentence as I read.		in pairs. Followed by similar task to the next paragraph independently.	-Group 5 (Y3 text) Group 1-4 (Y6 text) Non-guided -Dictionary BHM -Comprehension: BHM -Connectors -Literacy Gold
1	Grammar for Reading Tracking pronouns and referents	I know that writers use determiners, pronouns and alternative noun references to aid cohesion. I know how to work out who, what, where or the event a text is referring to using a range of pronouns, determiners and alternative noun references.	13.10.25 Coming to England Floella Benjamin	Shared: Re-cap of pronouns, demonstrate pronoun tracking and 5Ws- link to creating a gist.	Guided Group -Group 5 (Floella Benjamin autobiography (Y3 level via Teach Mate A.I.) Group 1-4 (Coming to England extracts) Non-guided -Follow-up -Character Value task -Connectors Literacy gold

October Half Term

1	Grammar for Reading Understanding conjunctions	I know that conjunctions aid cohesion and have different meanings and can explain them. I know how to understand sentences that include conjunctions by thinking about the meaning of the conjunction and how the clauses relate to each other	27.10.25 Neighbour character description (TeachMate A.I.)	Shared: Explore extract of character description. Identifying the conjunctions and discussing how this affects the reader in terms of: delivery, tone and overall understanding.	Guided Group -Group 5 -Group 1-4 Non-guided -Follow-up -Connectors -Literacy gold
	Reading Comprehension strategies Visualisation	I know how to visualise multi-clause sentences by visualising each clause as I read and connecting information across clauses. I know how to make a detailed moving picture in my	03.11.25 WW2 People's War (BBC)	Shared: Explore first hand accounts, focusing on visual clues within and across	Guided Group -Group 5: Danger in the carpark / Wet weather camping

		head using similes, metaphors and personification.		sentences.	Groups 1-4: Night Fishing / Jono's Rescue Non-guided -Follow-up -Connectors -Comprehension -Literacy gold
1	4 day week (Cinema Trip)	Whole class reading activities: "Alison Avoids Wonderland", "Fascinating Frogs" and "Tantalising Treasure." Followed by SATs style differentiated questions.			
1	Reading Comprehension	-Read and discuss an increasingly wide range of fiction, poetry and non-fiction. -Building on my own and others' ideas	17.11.25 "That Night of Death" John. J Rattigan (Poem about the Coventry Blitz)	Focus to continue in GR session PM19 The Chocolate Cake & The Porcupine PM28 Splashdown & The Brahim ... Format of worksheets to follow shared reading style for: Follow-on, fiction and non-fiction.	
1	Reading Comprehension strategies Understanding unfamiliar vocabulary	I know how to identify words and phrases that are closest in meaning from a group of words by using context and other clues. I know that dictionaries can help me clarify the meaning of words I don't know. I know how to locate a word in a dictionary and find out its meaning. I know how to give a range of words with a similar meaning to a given word	24.11.25 Extract from <i>Black and British</i> , by David Olusoga	Shared: Explore extracts and identify certain words and phrases to form meaning from by using clues in the text.	Guided Group -Group 5: Danger in the carpark / Wet weather camping Groups 1-4: Night Fishing / Jono's Rescue Non-guided -Follow-up -Connectors -Poetry -Literacy gold
1	Reading comprehension strategies Prediction	I know that authors choose words that create an atmosphere hinting at what might happen. I know how to justify a prediction by giving examples of word choices that create a certain atmosphere.	01.12.25 Twinkl prediction scenario cards	Shared: short activity as part of day 1 GR this week.	Guided Group -Group 5: LKS2 cards Groups 1-4: UKS2 cards Non-guided -Connectors -Comprehension -Literacy gold
1	Reading comprehension strategies Retrieval	I can find, record and present information from non-fiction texts	08.12.25 Beaumanor Hall leaflet	Shared: Explore extracts from the leaflet, application of retrieval skills and interpretation of key vocabulary	Guided Group -All groups: Leaflet Non-guided -Connectors -Comprehension -Literacy gold

					-Dictionary
1	Theme				
Christmas Holidays					

Spring Term					
Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session <i>(if necessary)</i>	
2	<p style="text-align: center;">Reading comprehension strategies</p> <p style="text-align: center;">Making inferences</p>	<p>I know how to make inferences such as the author's feelings towards a character or what may happen using clues the author has given me.</p> <p>I know that to make inferences you need to piece together the clues in the text to reach a correct answer.</p> <p>I know how to justify the full range of inferences such as what is happening, when and where a story is set, what characters are thinking and feeling and their motives, what might happen next and the author's feelings towards a character.</p>	<p style="text-align: center;">05.01.26 12.01.26</p> <p style="text-align: center;">Friend or foe, by Michael Morpurgo</p> <p style="text-align: center;">North America text (Teachmate AI)</p>	<p>Explore the extract, demonstrating how a reader uses inference across the text.</p>	<p>Guided Group</p> <ul style="list-style-type: none"> -Group 5: Cool as a cucumber Groups 1-4: 6P Friend or Foe 6S The Dancing Bear <p>Non-guided</p> <ul style="list-style-type: none"> -Dictionary -Connectors -Paired reading -Comprehension -Literacy gold
1	<p>Use direct quotation and paraphrase</p>		<p style="text-align: center;">19.01.26</p> <p style="text-align: center;">Chichen Itza-Mexico extract</p>		<p>Guided Group</p> <ul style="list-style-type: none"> All- Statue of liberty <p>Non-guided</p> <ul style="list-style-type: none"> -Dictionary -Connectors -Comprehension-Aztec Attack -Literacy gold
10	<p style="text-align: center;">-Wider Reading Skills</p> <p style="text-align: center;">-Reading comprehension strategies</p>	<p>Weekly SATs Paper spread over the course of the week in the following format:</p> <p>Monday: Shared Reading class activity</p> <p>Tuesday: First text, 20 minutes, 10 minutes marking</p> <p>Wednesday: Second text, 20 minutes, 10 minutes marking</p> <p>Thursday: Third text, 20 minutes, 10 minutes marking</p>			

	<p>- Grammar for Reading</p>	<p>Friday: Grammar and Punctuation activity</p> <p>2 week rotation of: first week complete in mixed ability pairs, second week complete independently.</p> <p>26.01 2012 (pairs) 02.02 2013 (individual) 09.02 Assessment Week 2022 (Individual)</p> <p>23.02 2014 (pairs) 02.03 2015 (individual) 09.03 2016 sample (pairs) 16.03 2018 (individual) 23.03 2023 (pairs) 13.04 Individual 20.04 Mock Week 2024 (Individual)</p>	
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February Half Term

1	<p>Reading comprehension strategies Structure of non-fiction</p>	<p>I know that the language, structure and presentation of a text depend on its audience and purpose.</p> <p>I know how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.</p>			
1	<p>Reading comprehension strategies Using background knowledge</p>	<p>I know that the more I know about a range of topics, the easier it will be for me to understand what I read</p> <p>I know how to add to my background knowledge by reading widely.</p> <p>I know how to add to my background knowledge by reading more than one book about a topics</p>			
	<p>Response to text Finding and recording information non-fiction</p>	<p>I know that facts are always true and can be proven whereas an opinion is what someone thinks or feels</p> <p>I know how to identify whether a statements is fact or opinion by considering if it could be proven through research e.g. looking in a book.</p>			

Summer Term - Easter Holidays

	<p>Response to text</p> <p>Author's choice of language</p>	<p>I know that onomatopoeia is when a word sounds like what it is describing.</p> <p>I know that a metaphor compares things by saying that something is something else.</p> <p>I know how to explain why the author has chosen a particular phrase by explaining how figurative language gives meaning to the text and the effect it has on the reader.</p>		
	<p>Response to text</p> <p>Impressions of character/place</p>	<p>I know that there can be different impressions of the same character or place.</p> <p>I know how to justify different impressions of a character using evidence from the text.</p>		
	<p>Response to text</p> <p>Structure of narrative/poetry</p>	<p>I know that fictional texts (paper based and digital) that are structured in different ways.</p> <p>I know how the structure of different poems contribute to meaning.</p>		
	<p>Response to text</p> <p>Reading aloud/ performing</p>	<p>I know that fictional texts (paper based and digital) that are structured in different ways.</p> <p>I know how the structure of different poems contribute to meaning.</p> <p>I know how to read aloud, perform and recite poems and plays with appropriate phrasing, expression, intonation and volume to prompt an emotional response from the audience.</p>		

May/June Half Term

6	<p>Response to text</p> <p>Discussing reading/making recommendations</p>	<p>I know how to discuss and compare fiction, non-fiction, poetry and plays by talking about when and where a text was written and the heritage of the author and I use this to influence my reading and that of others.</p> <p>I know how to discuss fiction, non-fiction, poetry and plays by talking about genre, making comparisons between them and I use this to influence my reading and that of others.</p>	<p>Bespoke End of Year Production incorporating all of the learning foci.</p>
	<p>Response to text</p> <p>Theme</p>	<p>I know how to make connections between texts I have read by talking about themes they have in common.</p> <p>I know how to identify prominent and lesser themes by discussing how central they are to the story.</p>	