



Our Vision

'We are a team that achieve amazing things every day!'

'Behold, how good and how pleasant it is for us to dwell together in unity'
(Psalms 133:1)

Year 3 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:			Hot Spots and Other Extreme places		King Kafu and the Moon
While I am sleeping <ul style="list-style-type: none"> Develop their understanding of rhyming couplets. To begin to develop an awareness of how to read poetry with rhythm and expression. To understand the key vocabulary used within the poem. To be able to listen and maintain interest whilst reading and listening. To be able to identify the themes within a poem. To be able to answer vocabulary and retrieval questions. To be able to use a dictionary to develop their understanding of key vocabulary. 			<ul style="list-style-type: none"> To be able to distinguish the difference between fiction and non-fiction texts. To understand the features of a non-chronological report. To be able to listen and maintain interest whilst reading and listening. To understand the key vocabulary used within a non-fiction text. To develop an understanding of different environments around the world. To be able to answer vocabulary, retrieval, and comparative questions. To be able to use a dictionary to develop their understanding of key vocabulary. 		<ul style="list-style-type: none"> To be able to distinguish the difference between fiction and non-fiction texts. To be able to listen and maintain interest whilst reading and listening. To be able to make predictions and answer vocabulary, retrieval, and summative questions. To be able to discuss the book they have read and make comparisons and contrasts with other books. To develop an understanding of the different between stories, myths, and legends. To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. To be able to use a dictionary to develop their understanding of key vocabulary.
Term	Key skills	Text titles	Text type	Week	More information
Term 1	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	While I Am Sleeping	Fiction- Poetry	Week 1	https://www.activelearnprimary.co.uk/downloadable-resource?id=536550&file=y3_t1_w1_teachingcard.pdf
				Week 2	https://www.activelearnprimary.co.uk/downloadable-resource?id=536551&file=y3_t1_w2_teachingcard.pdf
		Hot Spots and Other Extreme Places to Live	Non-fiction	Week 3	https://www.activelearnprimary.co.uk/downloadable-resource?id=536552&file=y3_t1_w3_teachingcard.pdf



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Term 2		King Kafu and the Moon	Fiction- story	Week 4	https://www.activelearnprimary.co.uk/downloadable-resource?id=536553&file=y3_t1_w4_teachingcard.pdf
				Week 5	https://www.activelearnprimary.co.uk/downloadable-resource?id=536554&file=y3_t1_w5_teachingcard.pdf
				Week 6	https://www.activelearnprimary.co.uk/downloadable-resource?id=536555&file=y3_t2_w6_teachingcard.pdf
				Week 7	https://www.activelearnprimary.co.uk/downloadable-resource?id=536556&file=y3_t2_w7_teachingcard.pdf
				Week 8	https://www.activelearnprimary.co.uk/downloadable-resource?id=536557&file=y3_t2_w8_teachingcard.pdf
				Week 9	https://www.activelearnprimary.co.uk/downloadable-resource?id=536558&file=y3_t2_w9_teachingcard.pdf
				Week 10	https://www.activelearnprimary.co.uk/downloadable-resource?id=536559&file=y3_t2_w10_teachingcard.pdf

Reference to prior and future learning:

Prior learning (Year 2)

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same graphemes as above.
- read words containing common suffixes.
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.



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- reread these books to build up their fluency and confidence in word reading.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by.

Future learning (Year 4)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading- comprehension

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

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



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- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.

Year 3 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:	<u>Volcano Alert</u>	<u>Zoo News</u>
King Kafu and the Seasons Not a word When the Lights went out <ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to listen and maintain interest whilst reading and listening. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to discuss the book they have read and make comparisons and contrasts with other books. • To develop an understanding of the different between stories, myths, and legends. 	Can You Change the World? <ul style="list-style-type: none"> • To be able to identify the main themes of the books. • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To develop an understanding of global issues. • To be able to use key vocabulary within their verbal and written responses. • To be able to use a dictionary to develop their understanding of key vocabulary. • To develop a knowledge of how to use a thesaurus to find synonyms of a word. 	When You Were My Age <ul style="list-style-type: none"> • To begin to recognise some different forms of poetry (for example, free verse, narrative poetry). • To be able to use dictionaries to check the meaning of words. • To begin to develop an awareness of how to read poetry with rhythm and expression. • To be able to identify rhyming couplets. • To be able to identify the themes within a poem. • To be able to use a dictionary to develop their understanding of key vocabulary. • To be able to use key vocabulary within their verbal and written responses.



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- To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- To be able to use a dictionary to develop their understanding of key vocabulary.

Term	Key skills	Text titles	Text type	Week	More information
Term 3	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	Bright Sparks:			
		Zoo News	Fiction- poetry	Week 11	https://www.activelearnprimary.co.uk/downloadable-resource?id=536560&file=y3_t1_w11_teachingcard.pdf
		Volcano Alert	Non-Fiction	Week 12	https://www.activelearnprimary.co.uk/downloadable-resource?id=536561&file=y3_t1_w12_teachingcard.pdf
		When You Were My Age	Fiction- poetry	Week 13	https://www.activelearnprimary.co.uk/downloadable-resource?id=536562&file=y3_t1_w13_teachingcard.pdf
		King Kafu and the Seasons Part 1		Week 14	https://www.activelearnprimary.co.uk/downloadable-resource?id=536563&file=y3_t1_w14_teachingcard.pdf
		King Kafu and the Seasons Part 2	Fiction- story	Week 15	https://www.activelearnprimary.co.uk/downloadable-resource?id=536564&file=y3_t1_w15_teachingcard.pdf
Term 4		Can You Change the World?	Non-Fiction	Week 16	https://www.activelearnprimary.co.uk/downloadable-resource?id=536565&file=y3_t2_w16_teachingcard.pdf
		Not a Word Part 1	Fiction- story		
		Not a Word Part 2		Week 17	https://www.activelearnprimary.co.uk/downloadable-resource?id=536566&file=y3_t2_w17_teachingcard.pdf
		When the Lights Went Out Part 1		Week 18	https://www.activelearnprimary.co.uk/downloadable-resource?id=536567&file=y3_t2_w18_teachingcard.pdf



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		When the Lights Went Out Part 2		Week 19	https://www.activelearnprimary.co.uk/downloadable-resource?id=536568&file=y3_t2_w19_teachingcard.pdf
				Week 20	https://www.activelearnprimary.co.uk/downloadable-resource?id=536569&file=y3_t2_w20_teachingcard.pdf
<p><u>Reference to prior and future learning:</u> <u>Prior learning (Year 2)</u></p> <p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. read accurately words of two or more syllables that contain the same graphemes as above. read words containing common suffixes. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. reread these books to build up their fluency and confidence in word reading. <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear 					



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- understand both the books that they can already read accurately and fluently and those that they listen to by.

Future learning (Year 4)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading- comprehension

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.



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Year 3 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:					All About Snow
The Fountain of Gold The Snow Queen Escape From Black Mountain <ul style="list-style-type: none"> To be able to distinguish the difference between fiction and non-fiction texts. To be able to listen and maintain interest whilst reading and listening. To be able to make predictions and answer vocabulary, retrieval, and summative questions using their knowledge of the text. To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. To be able to discuss the book they have read and make comparisons and contrasts with other books. To be able to use a dictionary to develop their understanding of key vocabulary. To develop a knowledge of how to use a thesaurus to find synonyms of a word. 					<ul style="list-style-type: none"> To be able to identify themes and conventions in a wide range of books. To be able to distinguish the difference between fiction and non-fiction texts. To be able to make predictions and answer vocabulary, retrieval, and summative questions. To be able to use key vocabulary within their verbal and written responses. To develop an understanding of different mammals and their habitats. To be able to use a dictionary to develop their understanding of key vocabulary.
Term	Key skills	Text titles	Text type	Week	More information
Term 5	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	The Fountain of Gold Part 1	Fiction- story	Week 21	https://www.activelearnprimary.co.uk/downloadable-resource?id=536570&file=y3_t1_w21_teachingcard.pdf
		The Fountain of Gold Part 1	Fiction- story	Week 22	https://www.activelearnprimary.co.uk/downloadable-resource?id=536571&file=y3_t1_w22_teachingcard.pdf
		The Snow Queen Part 1	Fiction- story	Week 23	https://www.activelearnprimary.co.uk/downloadable-resource?id=536572&file=y3_t1_w23_teachingcard.pdf
		The Snow Queen Part 2	Fiction- story	Week 24	https://www.activelearnprimary.co.uk/downloadable-resource?id=536573&file=y3_t1_w24_teachingcard.pdf
		All About Snow	Non-Fiction	Week 25	https://www.activelearnprimary.co.uk/downloadable-resource?id=536574&file=y3_t1_w25_teachingcard.pdf



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Term 6		Escape From Black Mountain Chapter 1- 5	Fiction- story	Week 26	https://www.activelearnprimary.co.uk/downloadable-resource?id=536575&file=y3_t2_w26_teachingcard.pdf
				Week 27	https://www.activelearnprimary.co.uk/downloadable-resource?id=536576&file=y3_t2_w27_teachingcard.pdf
				Week 28	https://www.activelearnprimary.co.uk/downloadable-resource?id=536577&file=y3_t2_w28_teachingcard.pdf
				Week 29	https://www.activelearnprimary.co.uk/downloadable-resource?id=536578&file=y3_t2_w29_teachingcard.pdf
				Week 30	https://www.activelearnprimary.co.uk/downloadable-resource?id=536579&file=y3_t2_w30_teachingcard.pdf

Reference to prior and future learning:

Prior learning (Year 2)

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same graphemes as above.
- read words containing common suffixes.
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- reread these books to build up their fluency and confidence in word reading.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:



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- listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by.

Future learning (Year 4)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading- comprehension

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:



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- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.

Year 4 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:	<u>Death of the Dinosaurs</u>
<p data-bbox="51 719 636 746"><u>Mary Anning: The Girl Who Cracked Open the World</u></p> <p data-bbox="51 751 338 778"><u>The Song of Sky and Sand</u></p> <ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to listen and maintain interest whilst reading and listening. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to discuss the book they have read and make comparisons and contrasts with other books. • To develop a knowledge of how to use a thesaurus to find synonyms of a word. 	<ul style="list-style-type: none"> • To be able to identify themes and conventions in a wide range of books. • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to use key vocabulary within their verbal and written responses. • To develop a knowledge of how scientist today know about the different types of dinosaurs from the fossilised remains.



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Term	Key skills	Text titles	Text type	Week	More information
Term 1	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	Mary Anning: The Girl Who Cracked Open the World	Fiction- story	Week 1	https://www.activelearnprimary.co.uk/downloadable-resource?id=536586&file=y4_t1_w1_teachingcard.pdf
				Week 2	https://www.activelearnprimary.co.uk/downloadable-resource?id=536587&file=y4_t1_w2_teachingcard.pdf
				Week 3	https://www.activelearnprimary.co.uk/downloadable-resource?id=536588&file=y4_t1_w3_teachingcard.pdf
		Death of the Dinosaurs	Non-Fiction	Week 4	https://www.activelearnprimary.co.uk/downloadable-resource?id=536589&file=y4_t1_w4_teachingcard.pdf
				Week 5	https://www.activelearnprimary.co.uk/downloadable-resource?id=536590&file=y4_t1_w5_teachingcard.pdf
Term 2		The Song of Sky and Sand Chapters 1-6	Fiction- story	Week 6	https://www.activelearnprimary.co.uk/downloadable-resource?id=536591&file=y4_t2_w6_teachingcard.pdf
				Week 7	https://www.activelearnprimary.co.uk/downloadable-resource?id=536592&file=y4_t2_w7_teachingcard.pdf
				Week 8	https://www.activelearnprimary.co.uk/downloadable-resource?id=536593&file=y4_t2_w8_teachingcard.pdf
				Week 9	https://www.activelearnprimary.co.uk/downloadable-resource?id=536594&file=y4_t2_w9_teachingcard.pdf
				Week 10	https://www.activelearnprimary.co.uk/downloadable-resource?id=536595&file=y4_t2_w10_teachingcard.pdf



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Reference to prior and future learning:

Prior learning (Year 3)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading- comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.



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Future learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading- comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- 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.



Our Vision

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(Psalms 133:1)

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Year 4 – Guided Reading Weekly Plan and Text Focus

<u>Knowledge to be gained throughout these units:</u>	<u>The Race to the Pole</u> <u>Pigeons that Rule the Roost!</u>	<u>Hummingbird</u>
<p><u>The Mystery of the Red Moon</u> <u>Leaving Home</u> <u>Nanuck's Tale</u> <u>The Secret in the Attic</u></p> <ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to listen and maintain interest whilst reading and listening. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to discuss the book they have read and make comparisons and contrasts with other books. • To develop a knowledge of how to use a thesaurus to find synonyms of a word. 	<ul style="list-style-type: none"> • To be able to identify themes and conventions in a wide range of books. • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to use key vocabulary within their verbal and written responses. • To be able to develop a knowledge of different historical explorers- Robert Scott • To develop an awareness of factual language. • To be able to use key vocabulary within their verbal and written responses. 	<ul style="list-style-type: none"> • To begin to recognise some different forms of poetry (for example, free verse, and narrative poetry). • To be able to use dictionaries to check the meaning of words. • To develop an awareness of how to read poetry with rhythm and expression. • To be able to identify rhyming couplets. • To be able to identify the themes within a poem. • To develop a knowledge of how to use a thesaurus to find synonyms of a word. • To be able to use key vocabulary within their verbal and written responses.



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Term	Key skills	Text titles	Text type	Week	More information
Term 3	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	The Mystery of the Red Moon (Part 1)	Fiction- story	Week 11	https://www.activelearnprimary.co.uk/downloadable-resource?id=536596&file=y4_t1_w11_teachingcard.pdf
		The Mystery of the Red Moon (Part 2)	Fiction- story	Week 12	https://www.activelearnprimary.co.uk/downloadable-resource?id=536597&file=y4_t1_w12_teachingcard.pdf
		Hummingbird	Fiction- poetry	Week 13	https://www.activelearnprimary.co.uk/downloadable-resource?id=536598&file=y4_t1_w13_teachingcard.pdf
		The Race to the Pole	Non-Fiction	Week 14	https://www.activelearnprimary.co.uk/downloadable-resource?id=536599&file=y4_t1_w14_teachingcard.pdf
		Leaving Home	Fiction- story	Week 15	https://www.activelearnprimary.co.uk/downloadable-resource?id=536600&file=y4_t1_w15_teachingcard.pdf
			Non-Fiction	Week 16	https://www.activelearnprimary.co.uk/downloadable-resource?id=536601&file=y4_t2_w16_teachingcard.pdf
Term 4		Pigeons that Rule the Roost!	Fiction- story	Week 17	https://www.activelearnprimary.co.uk/downloadable-resource?id=536602&file=y4_t2_w17_teachingcard.pdf
		Nanuck's Tale Part 1	Fiction- story	Week 18	https://www.activelearnprimary.co.uk/downloadable-resource?id=536603&file=y4_t2_w18_teachingcard.pdf
		Nanuck's Tale Part 2	Fiction- story	Week 19	https://www.activelearnprimary.co.uk/downloadable-resource?id=536604&file=y4_t2_w19_teachingcard.pdf
		The Secret in the Attic Part 1	Fiction- story	Week 20	https://www.activelearnprimary.co.uk/downloadable-resource?id=536605&file=y4_t2_w20_teachingcard.pdf
		The Secret in the Attic Part 2			



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Reference to prior and future learning:

Prior learning (Year 3)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading- comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.



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Future learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading- comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- 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.



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- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Year 4 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:			Real Sea Monsters		The Tale of two Poggles
Sean and the Sea-Maiden Odysseus and the Monster <ul style="list-style-type: none"> • To develop familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to discuss words and phrases that capture the reader's interest and imagination. • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to listen and maintain interest whilst reading and listening. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To develop a knowledge of different Greek myths. • To be able to use key vocabulary within their verbal and written responses. 			<ul style="list-style-type: none"> • To be able to identify themes and conventions in a wide range of books. • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to use key vocabulary within their verbal and written responses. • To be able to identify the features of non-fiction text. 		<ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to listen and maintain interest whilst reading and listening. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to discuss the book they have read and make comparisons and contrasts with other books. • To be able to use key vocabulary within their verbal and written responses.
Term	Key skills	Text titles	Text type	Week	More information
Term 5	Clarifying Summarising Activating prior knowledge Visualising	Sean and the Sea- Maiden (Part 1)	Fiction-myths	Week 21	https://www.activelearnprimary.co.uk/downloadable-resource?id=536606&file=y4_t1_w21_teachingcard.pdf
		Sean and the Sea- Maiden (Part 2)	Fiction-myths	Week 22	https://www.activelearnprimary.co.uk/downloadable-resource?id=536607&file=y4_t1_w22_teachingcard.pdf



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Predicting Questioning Evaluating	Odysseus and the Monster (Part 1)	Fiction- myths	Week 23	https://www.activelearnprimary.co.uk/downloadable-resource?id=536608&file=y4_t1_w23_teachingcard.pdf
	Odysseus and the Monster (Part 2)	Fiction- myths	Week 24	https://www.activelearnprimary.co.uk/downloadable-resource?id=536609&file=y4_t1_w24_teachingcard.pdf
	Real Sea Monsters	Non-fiction	Week 25	https://www.activelearnprimary.co.uk/downloadable-resource?id=536610&file=y4_t1_w25_teachingcard.pdf
	The Tale of Two Poggles (Chapters 1 and 2)	Fiction- story	Week 26	https://www.activelearnprimary.co.uk/downloadable-resource?id=536611&file=y4_t2_w26_teachingcard.pdf
Term 6	The Tale of Two Poggles (Chapter 3)	Fiction- story	Week 27	https://www.activelearnprimary.co.uk/downloadable-resource?id=536612&file=y4_t2_w27_teachingcard.pdf
	The Tale of Two Poggles (Chapter 4)	Fiction- story	Week 28	https://www.activelearnprimary.co.uk/downloadable-resource?id=536613&file=y4_t2_w28_teachingcard.pdf
	The Tale of Two Poggles (Chapter 5)	Fiction- story	Week 29	https://www.activelearnprimary.co.uk/downloadable-resource?id=536614&file=y4_t2_w29_teachingcard.pdf
	The Tale of Two Poggles (Chapter 6)	Fiction- story	Week 30	https://www.activelearnprimary.co.uk/downloadable-resource?id=536687&file=y4_t2_w30_teachingcard.pdf

Reference to prior and future learning:
Prior learning (Year 3)

Reading - word reading
Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet.



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

Reading- comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.

Future learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.



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Reading- comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record, and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.
- provide reasoned justifications for their views.



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Year 5 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units: Under My Feet <ul style="list-style-type: none"> To recognise different forms of poetry (for example, free verse, and narrative poetry). To be able to use dictionaries to check the meaning of words. To be able to identify different synonyms and antonyms of focus words. To be able to read poetry with rhythm and expression. To be able to identify rhyming couplets. To be able to identify the themes within a poem. To be able to use a point, evidence, and explanation structure within written responses. To be able to use key vocabulary accurately within group and class discussions. 					
The King in the Car Park <ul style="list-style-type: none"> To be able to distinguish the difference between fiction and non-fiction texts. To be able to make predictions and answer vocabulary, retrieval, and summative questions. To be able to use key vocabulary within their verbal and written responses. To be able to identify the features of non-fiction text. To be able to use a point, evidence, and explanation structure within written responses. To be able to use key vocabulary accurately within group and class discussions. To develop a knowledge of monarchs and their reign. 					
Below Deck: A Titanic Story <ul style="list-style-type: none"> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To be able to make predictions and answer vocabulary, retrieval, and summative questions. To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. To be able to use a point, evidence, and explanation structure within written responses. To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To be able to use key vocabulary accurately within group and class discussions. 					
Term	Key skills	Text titles	Text type	Week	More information
Term 1	Clarifying Summarising Activating prior knowledge Visualising Predicting	Under My Feet	Fiction- poetry	Week 1	https://www.activelearnprimary.co.uk/downloadable-resource?id=536621&file=y5_t1_w1_teachingcard.pdf
		The King in the Car Park	Non-Fiction	Week 2	https://www.activelearnprimary.co.uk/downloadable-resource?id=536622&file=y5_t1_w2_teachingcard.pdf



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	Questioning Evaluating			Week 3	https://www.activelearnprimary.co.uk/downloadable-resource?id=536623&file=y5_t1_w3_teachingcard.pdf
				Week 4	https://www.activelearnprimary.co.uk/downloadable-resource?id=536624&file=y5_t1_w4_teachingcard.pdf
				Week 5	https://www.activelearnprimary.co.uk/downloadable-resource?id=536625&file=y5_t1_w5_teachingcard.pdf
Term 2		Below Deck: A Titanic Story (Chapter 1)	Fiction- story	Week 6	https://www.activelearnprimary.co.uk/downloadable-resource?id=536626&file=y5_t2_w6_teachingcard.pdf
		Below Deck: A Titanic Story (Chapter 2)		Week 7	https://www.activelearnprimary.co.uk/downloadable-resource?id=536627&file=y5_t2_w7_teachingcard.pdf
		Below Deck: A Titanic Story (Chapter 3)		Week 8	https://www.activelearnprimary.co.uk/downloadable-resource?id=536628&file=y5_t2_w8_teachingcard.pdf
		Below Deck: A Titanic Story (Chapter 3)		Week 9	https://www.activelearnprimary.co.uk/downloadable-resource?id=536629&file=y5_t2_w9_teachingcard.pdf
		Below Deck: A Titanic Story (Chapter 4)		Week 10	https://www.activelearnprimary.co.uk/downloadable-resource?id=536630&file=y5_t2_w10_teachingcard.pdf
		Below Deck: A Titanic Story (Chapter 5)			



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Reference to prior and future learning:

Prior learning (Year 4)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , 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.

Reading – comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
- 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.
- using dictionaries to check the meaning of words that they have read.
- 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.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- 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.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.



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Future learning (Year 6)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.



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- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Year 5 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units:

The Hidden Heart of Me

Escape of Bedtime

- To recognise different forms of poetry (for example, free verse, and narrative poetry).
- To be able to use dictionaries to check the meaning of words.
- To be able to identify different synonyms and antonyms of focus words.
- To be able to read poetry with rhythm and expression.
- To be able to identify rhyming couplets.
- To be able to identify the themes within a poem.
- To be able to use a point, evidence, and explanation structure within written responses.
- To be able to use key vocabulary accurately within group and class discussions.

New York: The Making of a City

Wild Animals are Not Pets

- To be able to distinguish the difference between fiction and non-fiction texts.
- To be able to make predictions and answer vocabulary, retrieval, and summative questions.
- To be able to use key vocabulary within their verbal and written responses.
- To be able to identify the features of non-fiction text such as a glossary to aid their understanding of key words.
- To be able to use a point, evidence, and explanation structure within written responses.
- To be able to use key vocabulary accurately within group and class discussions.

Adrift in New York

Wind Runner and the Hunt

The Londoruim Transportuim

- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To be able to make predictions and answer vocabulary, retrieval, and summative questions.
- To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.
- To be able to use a point, evidence, and explanation structure within written responses.
- To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



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- To be able to use key vocabulary accurately within group and class discussions.

Term		Key skills	Text titles	Text type	Week	More information
Term 3	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating		The Hidden Heart of Me	Fiction- poetry	Week 11	https://www.activelearnprimary.co.uk/downloadable-resource?id=536631&file=y5_t1_w11_teachingcard.pdf
			New York: The Making of a City	Non- Fiction	Week 12	https://www.activelearnprimary.co.uk/downloadable-resource?id=536632&file=y5_t1_w12_teachingcard.pdf
			Escape at Bedtime	Fiction- poetry	Week 13	https://www.activelearnprimary.co.uk/downloadable-resource?id=536633&file=y5_t1_w13_teachingcard.pdf
			Adrift in New York (part 1)	Fiction-story	Week 14	https://www.activelearnprimary.co.uk/downloadable-resource?id=536634&file=y5_t1_w14_teachingcard.pdf
			Adrift in New York (part 2)	Fiction- story	Week 15	https://www.activelearnprimary.co.uk/downloadable-resource?id=536635&file=y5_t1_w15_teachingcard.pdf
			Wild Animals Are Not Pets!	Non-Fiction	Week 16	https://www.activelearnprimary.co.uk/downloadable-resource?id=536636&file=y5_t2_w16_teachingcard.pdf
Term 4			Wind Runner and the Hunt (Part 1)	Fiction- story	Week 17	https://www.activelearnprimary.co.uk/downloadable-resource?id=536637&file=y5_t2_w17_teachingcard.pdf
			Wind Runner and the Hunt (Part 2)	Fiction- story	Week 18	https://www.activelearnprimary.co.uk/downloadable-resource?id=536638&file=y5_t2_w18_teachingcard.pdf
			The Londonium Transportium (Part 1)	Fiction- story	Week 19	https://www.activelearnprimary.co.uk/downloadable-resource?id=536639&file=y5_t2_w19_teachingcard.pdf



Our Vision

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(Psalms 133:1)

		The Londorium Transportium (Part 2)		Week 20	https://www.activelearnprimary.co.uk/downloadable-resource?id=536640&file=y5_t2_w20_teachingcard.pdf
<p><u>Reference to prior and future learning:</u> <u>Prior learning (Year 4)</u></p> <p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , 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. <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • 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. • using dictionaries to check the meaning of words that they have read. • 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. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • discussing words and phrases that capture the reader’s interest and imagination. • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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. • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than 1 paragraph and summarising these. • Identifying how language, structure, and presentation contribute to meaning. • retrieve and record information from non-fiction. 					



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- 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.

Future learning (Year 6)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.



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- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Year 5 – Guided Reading Weekly Plan and Text Focus

Knowledge to be gained throughout these units: Tales of Hidden Hero's: The legend of Sir Gareth	The Secret of Mulan The Longest Night	Jousting the Sport of Knights
<ul style="list-style-type: none"> • To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to use a point, evidence, and explanation structure within written responses. • To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. • To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to use key vocabulary within their verbal and written responses. • To be able increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • To be able to use a point, evidence, and explanation structure within written responses. • To be able to draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. • To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> • To be able to distinguish the difference between fiction and non-fiction texts. • To be able to make predictions and answer vocabulary, retrieval, and summative questions. • To be able to use key vocabulary within their verbal and written responses. • To be able to identify the features of non-fiction text such as a glossary to aid their understanding of key words. • To be able to use a point, evidence, and explanation structure within written responses. • To be able to use key vocabulary accurately within group and class discussions.



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Term	Key skills	Text titles	Text type	Week	More information
Term 5	Clarifying Summarising Activating prior knowledge Visualising Predicting Questioning Evaluating	Tales of Hidden Heroes: The legend of Sir Gareth (Part 1)	Fiction- legend	Week 21	https://www.activelearnprimary.co.uk/downloadable-resource?id=536641&file=y5_t1_w21_teachingcard.pdf
		Tales of Hidden Heroes: The legend of Sir Gareth (Part 2)	Fiction- legend	Week 22	https://www.activelearnprimary.co.uk/downloadable-resource?id=536642&file=y5_t1_w22_teachingcard.pdf
		Tales of Hidden Heroes: The Secret of Mulan (Part 1)	Fiction- story	Week 23	https://www.activelearnprimary.co.uk/downloadable-resource?id=536643&file=y5_t1_w23_teachingcard.pdf
		Tales of Hidden Heroes: The Secret of Mulan (Part 2)	Fiction- story	Week 24	https://www.activelearnprimary.co.uk/downloadable-resource?id=536644&file=y5_t1_w24_teachingcard.pdf
		Jousting the Sport of Knights	Non-Fiction	Week 25	https://www.activelearnprimary.co.uk/downloadable-resource?id=536645&file=y5_t1_w25_teachingcard.pdf
		The Longest Night (chapter 1 and 2)	Fiction- story	Week 26	https://www.activelearnprimary.co.uk/downloadable-resource?id=536646&file=y5_t2_w26_teachingcard.pdf
		The Longest Night (chapter 3)	Fiction- story	Week 27	https://www.activelearnprimary.co.uk/downloadable-resource?id=536647&file=y5_t2_w27_teachingcard.pdf
		The Longest Night (chapter 4)	Fiction- story	Week 28	https://www.activelearnprimary.co.uk/downloadable-resource?id=536648&file=y5_t2_w28_teachingcard.pdf
		The Longest Night (chapter 4)	Fiction- story	Week 29	https://www.activelearnprimary.co.uk/downloadable-resource?id=536649&file=y5_t2_w29_teachingcard.pdf



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		The Longest Night (chapter 5)	Fiction- story	Week 30	https://www.activelearnprimary.co.uk/downloadable-resource?id=536650&file=y5_t2_w30_teachingcard.pdf
<p><u>Reference to prior and future learning:</u> <u>Prior learning (Year 4)</u></p> <p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , 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. <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • 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. • using dictionaries to check the meaning of words that they have read. • 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. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • discussing words and phrases that capture the reader’s interest and imagination. • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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. • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than 1 paragraph and summarising these. • Identifying how language, structure, and presentation contribute to meaning. • retrieve and record information from non-fiction. 					



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- 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.

Future learning (Year 6)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- 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.
- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.



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- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Year 6- Guided Reading weekly plan and text focus

Knowledge to be gained throughout these units:

- Pupils will explore different questioning types and understand how to answer different styles of questions effectively.
- Pupils will learn be able to use and understand a range of high-quality vocabulary.
- Pupils will develop their understanding of how to form written responses which require evidence (Point, evidence and explain)
- Pupils will develop their ability to skim and scan a range of texts to develop reading fluency.

Term	Key skills	Text titles	Text type	Week	More information
Term 1	Retrieval	Raider's peril Woodman's Wishes The Old Women's Luck The Rats of Franchville	Fiction- stories	Week 1	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Inference	Raider's peril Genevieve's Discovery The Magic City The Unexpected Journey	Fiction- stories	Week 2	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Vocabulary	Raider's peril The Caravan The Midnight Miller	Fiction- stories	Week 3	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources



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		The Phantom Vessel			
	Summarising	Raider's peril In Paris Three friends Charlie Brooke	Fiction- stories	Week 4	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Predicting	Raider's peril Out on the Ocean The Jones and Co Circus Time to Begin	Fiction- stories	Week 5	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
Term 2	Authorial intent	The Sunset Sailor The Grey House Silken City Bravery on the Seas	Fiction- stories	Week 6	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Commentating	A Sailor's Peril Raider's Peril Scout's Valley The Psammead	Fiction- stories	Week 7	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources



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	Inference revisit (focus on three- mark questions)	Jimmy and the Pharoah Story Evacuation	Fiction- stories	Week 8	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Inference revisit (focus on three- mark questions)	Dodge and the Tornado Favela Street Kid	Fiction- stories	Week 9	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources
	Revise key skills	Ocean Pollution Barn Owls Mars	Non-fiction- information text	Week 10	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Autumn Term Lessons and Resources

Reference to prior and future learning:
Prior learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

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



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- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Future learning (KS3 Year 7)

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
- reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama



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- Shakespeare (two plays)
- seminal world literature choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and
- understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice,
- grammar, text structure and organisational features, presents meaning.
- recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated.
- Effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts.
- studying a range of authors, including at least two authors in depth each year.

Year 6- Guided Reading Weekly Plan

Knowledge to be gained throughout these units:

- Pupils will explore different questioning types and understand how to answer different styles of questions effectively.
- Pupils will learn be able to use and understand a range of high-quality vocabulary.
- Pupils will develop their understanding of how to form written responses which require evidence (Point, evidence and explain)
- Pupils will develop their ability to skim and scan a range of texts to develop reading fluency.
- Pupils will develop a knowledge of a range of different text types.



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Term	Key skills	Text Titles		Text Type	Week	More information
Term 3	Revising reading skills and applying to different texts	The Volcano Chocolate		Fiction Non-Fiction	Week 1	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		The Clockwork Man The Hot Air Balloon		Fiction Non- Fiction	Week 2	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		The Screaming Demon Tandango		Fiction Fiction	Week 3	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		Three Billy Goats The Tyger		Fiction Poetry	Week 4	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		Jabberwocky Rainforest Poem		Poetry Poetry	Week 5	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		VE Day Thomas John Barnardo		Non-Fiction Non-Fiction	Week 6	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
Term 4	SATS Revision practice- focusing on all	Expected Text Titles The Garage Beamish, living museum of the North A swimmer in my dreams	Greater- Depth Text Title The Snow Spider The Anne Frank Exhibition The Life of Adrian Henri		Week 7	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources

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	reading skills	The Wind in the Willows Insects on summer staycation! Astronaut Dan	Comfort at the Market Footwear Fashions Pleasant sounds	Week 8	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		A sudden puff of glittering smoke Tales of Childhood Winter Dusk	The Mysterious Bones Teddy and Kibbles The Dolphin	Week 9	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		A Tudor girl's diary The Earth's layers My Shadow	Underwater Peace The mobile phone debate The harvest	Week 10	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		A midsummer night's dream Colour your autumn My shadow	Krishna fights the Serpent King Snow shelter Stop all the clocks	Week 11	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources

Prior learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- 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.



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- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Future learning (Year 7)

Pupils should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
- English literature, both pre-1914 and contemporary, including prose, poetry and drama



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- Shakespeare (two plays)
- seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Year 6- Guided Reading Weekly Plan

Knowledge to be gained throughout these units:

- Pupils will explore different questioning types and understand how to answer different styles of questions effectively.
- Pupils will learn to be able to use and understand a range of high-quality vocabulary.
- Pupils will develop their understanding of how to form written responses which require evidence (Point, evidence and explain)
- Pupils will develop their ability to skim and scan a range of texts to develop reading fluency.



Our Vision

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'Behold, how good and how pleasant it is for us to dwell together in unity'
(Psalms 133:1)

- Pupils will develop a knowledge of a range of different text types.

Term	Key skills and lesson focus	Text Titles		Week	More information
Term 5	SATS Revision practice- focusing on all reading skills	Expected Text Titles A midsummer night's dream Colour your autumn My shadow	Greater-Depth Text Titles Dangerous visitors The travels of Marianna North The Pied Piper of Hamelin	Week 1	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Summer Term Lessons and Resources
		The rescue ZSL Whipsnade Zoo Sliver	Treasure Island Dumping waste in the sea Night mail	Week 2	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Summer Term Lessons and Resources
		The magician's nephew Jacqueline Wilson at Christmas The centipede's song	Cameron faces the press Clouds	Week 3	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Summer Term Lessons and Resources
		Stig of the Dump The Orang-utan nursery	The story of Osiris Jousting	Week 4	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Summer Term Lessons and Resources
		God escapes to the sky The history of chocolate The 'walk to school' debate	My Shadow Matilda	Week 5	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources
		My Shadow Matilda	Woodland The Highwayman	Week 6	See Teams- SFSM Whole Team- Files- School Online- 1. SFSM Curriculum- 1.1 SFSM Curriculum for Subject leaders- English- Reading- Year 6 Spring Term Lessons and Resources



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Term 6	Novel Study Inference Vocabulary Retrieval Predicting Summarising Authorial intent Commentating	Fiction book		Week 7	Individual classes choose a book to study.
		Fiction book		Week 8	Individual classes choose a book to study.
		Fiction book		Week 9	Individual classes choose a book to study.
	Reading for Pleasure	Balanced Curriculum Reading for Pleasure Poetry		Week 10	Class Resources
		Balanced Curriculum Reading for Pleasure Non-fiction		Week 11	Class Resources
		Balanced Curriculum Reading for Pleasure Fiction		Week 12	Class Resources

Prior learning (Year 5)

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- 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.



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- 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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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.

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- 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.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Future learning (Year 7)

Pupils should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
- English literature, both pre-1914 and contemporary, including prose, poetry and drama



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- Shakespeare (two plays)
- seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.