Topic	Maafa		The Frozen Kingdom		Britain at War	
Texts	Freedom 1783 by Catherine Johnson	The Bonfire at Night by Enid Blyton In Flanders Fields by John McCrae Twas the Night Before Christmas by Clement Clarke Moore	You Wouldn't Want to Be on Shackleton's Polar Expedition! by Jen Green.	The Wolf Wilder by Katherine Rundell	Goodnight Mr Tom by Michelle Magorian	Year 6 end of year performance. The Second World War (Usborne History of Britain) by Henry Brook
Reading Skill and VIPERS	**Term 1 (Fiction)** **Children can...**	**Term 2 (Poetry and performance)** **Children can...**	**Term 3 (Non-Fiction)** **Children can...**	**Term 4 (Fiction)** **Children can...**	**Term 5 (Fiction)** **Children can...**	**Term 6 (Poetry and performance) and Non-Fiction**
Decoding and word reading	Feel confident in decoding most new words, using contextual clues and independently using a dictionary or thesaurus to check meaning. Apply their knowledge of root words to read aloud fluently and suggest meanings for new words from familiar roots.	Use contextual clues to explain meanings of new words, in a range of poems.	Confidently use contextual clues to explain meanings of new words, in non-fiction texts, and suggest alternatives.	Independently use contextual clues and knowledge of root words to suggest meanings and pronunciations of new words and words from other contexts and cultures.	Find root meanings of new words and explain how prefixes and suffixes change the meaning and tense.	Use correct and confident pronunciation for new words, based on sound understanding of root words, morphology and syntax
Fluency and phrasing	Begin to read a range of text types with confidence and expression and can make sensible attempts at unfamiliar words. Use their intonation to show their understanding of the text.	Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Begin to learn and recite a range of poetry by heart.	Read a range of text types (including non-fiction) with expression and can make sensible attempts at unfamiliar words.	Use their intonation to show their understanding of the text. Begin to adapt their reading tone to different voices and emotions.	Read a range of text types fluently, with confidence and expression, making sensible attempts at unfamiliar words based on known spelling rules and root words. Notice and respond to punctuation and phrasing when reading aloud, to gain, maintain and monitor the interest of the listener. Begin to read and explain the majority of the Y5- 6 spelling words.	Confidently learn and recite a playscript by heart. By reading aloud or by performing poems or plays. Read and explain all of the Y5-6 spelling words

Vocabulary	Identify and discuss new vocabulary and independently find definitions. Explain feelings or emotions brought about by an author's choice of words. Use a thesaurus to suggest alternatives or improve sentences. Identify the differences between US and British English to help explain the context of a text.	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Explain feelings or emotions brought about by a poet's choice of words.	Identify and discuss new vocabulary and independently find definitions and alternatives. Suggest definitions for words based on the context of the sentence. Identify words or phrases from the text which link to given meanings using 'find and copy'-style question stems.	Identify and discuss new vocabulary and suggest synonyms and antonyms for discussed words. Suggest definitions for words based on the context of the sentence and inferences around the text. Children can explain how an author's choice of words and meaning creates a particular emotion or opinion in the reader.	Identify and discuss new vocabulary and suggest synonyms and antonyms for discussed words and find examples from the text to show given emotions or expressions. Write definitions independently to show the meaning of words based upon their use in context. Identify multiple words or phrases from a text which show or suggest given meanings using 'find and copy' question stems. Explain how a word or phrase affects their opinion of a character or story.	Write their own definitions for new words based on thorough dictionary experience and using contextual clues from within and around the sentences in the text. Identify synonymous and antonymous words or phrases from the text which link to given meanings using 'find and copy'-style question stems. Answer questions using VIPER stems to explain their understanding and inferences based on specific vocabulary choices.
Inference	Confidently draw inferences independently, justifying with textual evidence. Confidently identify and discuss themes Identify words which show or suggest an emotion in a character.	Independently justify inferences from poems, using more than one piece of evidence.	Draw inferences from pictures and use topical knowledge and understanding to support.	Draw conclusions about characters' opinions based on understanding of their thoughts and dialogue Identify phrases and events which support their ideas about a character.	Discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Infer detail based on independent reading and comprehension of the text, and drawing on their own experiences.
Prediction	Make predictions about a text based on the cover and details from the blurb. Predict what will happen in the next chapter based on events.	Make predictions about the setting, context, characters and events of the poem based on clues. Predict the responses and reactions of different characters based on evidence and inferences from the start of the poem.	Write longer prediction answers about a based on evidence from the text, and using both stated and implied detail.	Interpret the clues found in the narrative and make their own predictions about what has happened. Use clues from the text to predict and write a solution to the mystery.	Make predictions about the setting, context, characters and events of the text based on clues from the cover and blurb.	Make a range of alternate predictions, and justify these with text evidence, showing an understanding of cause and effect.

Explanation	Share their opinions of the texts, building upon their own ideas and others. Discuss how books are structured in different ways and make links within and across other texts. Make links to fact and opinion, discussing and evaluating the authors us of language, considering the impact on the reader.	Read a variety of texts through class reading spines including a range of poetry. Understand how and why figurative language is used within poetry.	Make links between studied topics in Geography or History sessions and texts being studied, making links and justifying their explanations using knowledge and understanding of the text's context and background.	Independently make links within a text and across other texts read in class. Confidently participate in discussions about books that are read to them and those that they are reading independently. Confidently explain the language choices of an author and explain their impact on the reader, with relevant evidence. Identify and talk about figurative language and its impact on the reader. Distinguish between fact and opinion, expressing their point of view.	Evaluate how authors use language, discussing the impact of words and phrases on the reader. Explain the language choices of an author and the impact on the reader, with relevant evidence.	Confidently distinguish between fact and opinion, expressing their point of view, providing evidence to support their viewpoints
Retrieve	Retrieve key details from memory of the text and use skim-and-scan reading skills to find relevant details in a story. With support, recall prior events of the story.	Build upon previous skills to locate the poet's viewpoint, retrieving key details and to find quotations to support idea. Build upon previous skills to skim and scan to find a quote to suggest how the poet felt.	Retrieve, record and present information from a variety of increasingly complex nonfiction texts.	Make and use notes based on chapters read and class discussions. Confidently recall and retrieve key details from previous chapters, as well as making comparisons between texts.	Make justifications for their views, using skimming and scanning and text marking to support answers, using accurate quotes from the text.	Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Sequence and Summarise	Independently summarise and explain the events of a chapter. Refer back to a section of a text in order to sequence the events.	Summarise and explain the events of a poem.	Write a synopsis of a chapter in their own words. Sequence the events of a text from given statements.	Summarise events of a chapter or whole text in a given number of words Can sequence broader text events from memory.	Make comparisons across different books	Sequence events from given statements, as well as through unpicking of a longer section of texts to independently write summaries and sequences of events.