



Topic	Dynamic Dynasties		Sow, grow and Farm		Ground-breaking Greeks	
Texts	The Saga of Erik the Viking Beowulf	Performance (Class Assembly/ Christmas performance) In Flanders Fields by John McCrae The Anglo-Saxons, Vikings and Normans: Settlers and Invaders of Britain by Ben Hubbard and Anita Ganeri	King of the Cloud Forests	How to survive on a mountain This morning I met a whale	Secrets of a Sun King	Daily Life in Ancient Sumer Daily Life in Ancient Egypt Daily Life in the Indus Valley
Reading Skill and VIPERS	Term 1 Fiction Children can...	Term 2 (Poetry and performance) and Non-Fiction Children can...	Term 3 Fiction Children can...	Term 4 Non-Fiction Children can...	Term 5 Fiction Children can...	Term 6 Non-Fiction
Decoding and word reading	Read most words fluently and attempt to decode any unfamiliar words using their contextual clues. Discuss new vocabulary, show definition and also read the word during 'read to' sessions and teaching to ensure correct pronunciation.	Read most words fluently and attempt to decode any unfamiliar words using their contextual clues. Identify and discuss new vocabulary with support find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation Begin to ask questions to develop their own understanding.	Confidently read most words fluently and attempt to decode any unfamiliar words using their contextual clues. Use the words before and after to check for accuracy. Use their knowledge of the alphabet to accurately use a dictionary to find the definitions of words they are unfamiliar with and cannot decode using contextual clues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently. Skim and scan for spelling patterns which they have learnt, to identify that pattern in context. Identify and discuss new vocabulary (pre-empted by teacher), independently find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation	Confidently decode words using contextual clues or if unable to use contextual clues, children independently use a dictionary. Apply their knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently. Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound Identify and discuss new vocabulary	Confidently decode words using contextual clues or if unable to use contextual clues, children independently use a dictionary. Confidently apply their knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently. Read most Y5/ Y6 exception words, Identify and discuss new vocabulary (pre-empted by teacher), independently find the definition. Check correct pronunciation during 'read aloud' sessions.	Confidently decode words using contextual clues or independently use a dictionary. Confidently apply their knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently. Read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. Identify and discuss new vocabulary (pre-empted by teacher), independently find the definition.





				(pre-empted by teacher), independently find the definition.		
<p>Fluency and phrasing</p>	<p>Read a wider range of texts.</p> <p>Begin to read with accuracy and at a reasonable speaking pace. Read aloud sessions to support development or reading.</p> <p>Read different texts modelling different intonations.</p> <p>Complete independent reading and then discuss what they have read.</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly.</p> <p>Read aloud sessions to support development or reading.</p> <p>Discuss readings using intonation to show understanding of the text.</p> <p>Complete independent reading and then discuss what they have read.</p>	<p>Read examples of poetry as well as fiction texts.</p> <p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Discuss readings using intonation to show understanding of the text.</p> <p>Complete independent reading and then discuss what they have read.</p>	<p>Read aloud a wide range of poetry and texts.</p> <p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Begin to prepare readings using intonation to show their understanding of the text.</p> <p>Discuss differences in text and how they are read.</p> <p>Complete independent reading and then discuss what they have read.</p>	<p>Read a wider range of texts.</p> <p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns.</p> <p>Prepare readings using intonation to show their understanding of the text.</p> <p>Read examples of poetry as well as fiction texts.</p>	<p>Read a wide range of texts.</p> <p>Confidently read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns</p> <p>Confidently prepare readings using intonation to show their understanding of the text.</p> <p>Complete independent reading and then discuss what they have read.</p> <p>Confidently sight-read all Y3-4 exception words and Y5-6 words (and similar) with automaticity.</p>
<p>Vocabulary</p>	<p>With support, discuss their understanding of words in context.</p> <p>Consider together as a class why the author used a particular word or phrase.</p>	<p>Begin to locate the context of a word to clarify its meaning.</p> <p>Begin to discuss their understanding and explore the meaning of new words, using a dictionary.</p> <p>Begin to justify independently what effect the author is trying to achieve for the reader.</p>	<p>Discuss their understanding of words in context and begin to evaluate the authors language and discuss how it has impacted on the reader.</p> <p>Begin to confidently use a dictionary or thesaurus to support understanding of challenging vocabulary meaning within context. Select words and ask the children to up level them using a thesaurus.</p>	<p>Discuss their understanding of words in context and ask questions which develop their understanding.</p> <p>Independently use a dictionary or thesaurus to support understanding of unfamiliar words within context.</p> <p>Begin to independently</p>	<p>Discuss their understanding of words in context and challenge viewpoints appropriately.</p> <p>Confidently use a dictionary or thesaurus to support meaning.</p> <p>Discuss their understanding of the authors language choices and explore the meaning of words in context.</p>	<p>Use a dictionary or thesaurus to support and develop meaning</p> <p>Discuss vocabulary and figurative language used by the author to create effect and to consider its impact on the reader.</p> <p>Explore the meaning of unfamiliar words.</p>



			Discuss what effect the author is trying to achieve for the reader.	evaluate the author's use of language and explain its impact on the reader, using evidence to support their opinions.	Discuss vocabulary used by the author to create effect including figurative language.	
Inference 	<p>Begin to draw inferences as a class during discussions.</p> <p>With support, begin to discuss themes across a range of texts</p>	<p>Begin to draw inferences independently, justifying with textual evidence.</p> <p>With support, identify and discuss themes across a range of texts</p>	<p>Draw inferences independently, justifying with textual evidence.</p> <p>Look for a quote to justify a particular point.</p> <p>Identify and discuss themes across a range of texts</p>	<p>Draw inferences independently, justifying with textual evidence.</p> <p>Be given a focal point when reading together and find their evidence independently.</p> <p>Identify and discuss themes across a range of texts.</p>	<p>Draw inferences independently, justifying with textual evidence.</p> <p>Independently identify and discuss themes across a range of texts.</p>	<p>Confidently draw inferences independently, justifying with textual evidence.</p> <p>Confidently identify and discuss themes across a range of texts.</p>
Prediction 	<p>Make predictions from implied details, both before and after events.</p>	<p>Make predictions from implied details. Look at the front cover, can you predict what this story might be about? If the author was to write the next novel, what might happen?</p>	<p>Make predictions from implied details, both before and after events.</p> <p>Explore what could happen next with their partners,.</p>	<p>Make predictions from implied details, both before and after events.</p> <p>Use opportunities to make predictions as to why the author wrote their particular poem. Look into the context of.</p>	<p>Make predictions from implied details, both before and after events</p> <p>Explore what could happen next independently</p> <p>Can justify why they think this using evidence from the text to support thought process and use of inference.</p>	<p>Confidently make predictions from implied details, both before and after events.</p> <p>Use opportunities to make predictions as to why the author wrote their particular poem.</p>
Explanation 	<p>Share their opinions of the texts.</p> <p>Begin to identify figurative language.</p>	<p>Begin to identify and discuss themes across a range of texts</p> <p>Read a variety of texts through class reading</p> <p>Share their opinions of the texts, beginning to build upon their own ideas and others.</p> <p>Begin to identify and discuss figurative language.</p>	<p>Share their opinions of the texts, building upon their own ideas and others.</p> <p>Discuss how books are structured in different ways.</p> <p>Distinguish the difference between fact and opinion.</p> <p>Identify and discuss figurative language.</p>	<p>Share their opinions of the texts, building upon their own ideas and others.</p> <p>Discuss how books are structured in different ways and make links to other texts.</p> <p>Make links to fact and opinion, discussing the</p>	<p>Independently share their opinions of the texts, building upon their own ideas and others.</p> <p>Discuss how books are structured in different ways and make links within and across other texts.</p>	<p>Confidently share their opinions of the texts, building upon their own ideas and others.</p> <p>Discuss how books are structured in different ways and make links within and across other texts.</p>



				author's use of language. Begin to understand why figurative language is used within certain texts.	Make links to fact and opinion, discussing and evaluating the author's use of language, considering the impact on the reader. Understand why figurative language is used within certain texts.	Independently make links to fact and opinion, discussing and evaluating the authors use of language, considering the impact on the reader. Understand how and why figurative language is used within certain texts.
Retrieve 	Answer questions which require them to justify their original answers. Discuss the meaning of quotes from the text Begin to locate the authors viewpoint. Justify their interpretation of the authors viewpoint	Answer questions based on vocabulary, inference, retrieve and summarise. Skim and scan the text to find a quote to support the class's discussion. Locate the authors viewpoint, retrieving key details and begin to find quotations to support idea.	Begin to ask questions which develop their understanding Begin to independently retrieve key details and quotes which develop their understanding. Locate the author's viewpoint, retrieving key details and to find appropriate quotations to support idea.	Independently retrieve key details which develop their understanding. Begin to locate the poet's viewpoints. Can they interpret the poets meaning behind the poem?	Independently retrieve key details and quotes which develop their understanding. Locate the author's viewpoint, retrieving key details and to find quotations to support idea.	Confidently and independently retrieve key details and quotes which develop their understanding. Answer questions based on the author and text that they are reading in class. Locate the poet's viewpoint, retrieving key details and to find quotations to support idea.
Sequence 	As a class summarise a main idea within a paragraph. Order events within a chapter that they have just read.	Summarise ideas from more than one paragraph. Begin to make links and comparisons within and across texts. Read a wider range of texts.	Summarise the book that they are reading, considering possible themes. Link themes to other books which they have read independently or as a class? Order events within chapters that they have just read.	Summarise and make comparisons within the book. Refer to a particular reference point Order events throughout a book, referring to their notes.	Summarise and make comparisons within the book, considering what happened before and after. Order events throughout a book, using the skimming and scanning technique to check sequence of events.	Independently summarise and make comparisons within the book, considering why the author has written in this particular way. Order events, such as chapter headings and justify their answers.