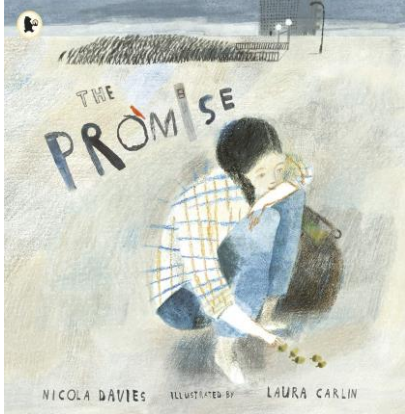


**Reading Curriculum Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change, Environmental Impact, Displacement & Invasion & Individuality	Where Once We Stood Social Change, Environmental Impact & Technological Innovation	The Pearl Diver Religious & Cultural Diversity, Technological Innovation, Social Change, Environmental Impact & Individuality	The Promise Religious & Cultural Diversity, Social Change & Environmental Impact	Shield Maiden Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change & Displacement & Invasion	The Lost Book of Adventure Environmental Impact & Individuality	
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>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 tradition.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>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.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.                   <ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>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.</li> <li>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.</li> <li>Provide reasoned justifications for their views.</li> </ul> </li> </ul>				
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because            ...makes me think...            ...reminds me of...            I can see...            ...makes me feel...            ...suggests...            ...tells me...            ...this word/phrase makes me feel/think...            ...the effect of this word choice is...            I think that the author has used...because...            ...makes me have the following questions...            ...provides the reader/me...            ...makes the reader/me think of...            ...indicates...            ...tells the reader/me...            ...this word/phrase makes the reader/me feel/think...            ...makes the reader/me question...</p>			<p><b>And focus on:</b></p> <p>...gives the/me impression...            ...evokes the following questions...            ...creates a vivid image in my mind's eye...            ...conveys the following message/impression...            ...figurative language contributes to the meaning of the text by...            ...the _____ example of figurative language conveys a _____ mood...            In summation, the word choice...            To summarise, the author has...            Moreover,...            Furthermore,...</p>			

## Writing Curriculum Overview: Spring 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>The Promise</b></p> <p style="text-align: center;"><b>Poetry:</b> Free Verse (Personification &amp; Metaphor)  <b>Fiction:</b> Fable (Character, Setting &amp; Atmosphere)  <b>Non-fiction:</b> Recount (Newspaper Report)</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>          Verb prefixes re, over, dis.          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>          Indicate degrees of possibility using modal verbs and adverbs.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>          Brackets, dashes or commas to indicate parenthesis.</p>	