



The following texts are books from the reading spine that will be used as ‘Reading for Pleasure’ and in the teaching of reading

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| R for P Text | | Cogheart | Street Child | Letters from the Lighthouse | Once | Floodland Skellig | The Boy Who Made Everyone Laugh |
| Core Text for teaching | Fiction | Cogheart Grimm Tales | Street Child | Letters from the Lighthouse | Once The Island | Floodland Coming to England | The Boy Who Made Everyone Laugh |
| | Non-Fiction | | Charles Darwin’s on the Origin of the Species Amazing Evolution | How does a lighthouse work? | Who are refugees and Migrants? | Black and British Coming to England (Biographical story) | Rise Up |
| | Poetry | Classic Poems | | | Poems from WW2 | | Wicked World |
| <i>Optional texts that may be included:</i> | | | Moth (poetry/ science) | Arrival (including visual literacy) | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Pupils should be taught to: <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 read age-appropriate books with confidence and fluency (including whole novels). recommending books that they have read to their peers, giving reasons for their choices | | | <ul style="list-style-type: none"> 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 apply knowledge of root words, prefixes and suffixes. 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 Apply, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. | | |
| Reading | <i>Cogheart</i> <i>Grimm Tales</i> <i>Classic Poems</i> <ul style="list-style-type: none"> discuss and evaluate <u>how authors use language</u>, including figurative language, considering the impact on the reader drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <u>identifying how language, structure and presentation contribute to meaning</u> distinguish between statements of <u>fact and opinion</u> <u>predicting</u> what might happen from details stated and implied <u>discuss and evaluate how authors use language, including figurative language</u>, considering the impact on the reader <u>preparing poems to read aloud and to perform</u>, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | <i>Street Child</i> <i>Charles Darwin: On the Origin of the Species</i> <i>Amazing Evolution</i> <ul style="list-style-type: none"> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing making comparisons within and across books <u>recommending books that they have read</u> to their peers, giving reasons for their choices <u>checking the book makes sense to them</u>, discussing their understanding and exploring the meaning of words in context (Tier 2 words) <u>asking questions</u> to improve their understanding identifying how language, structure and presentation contribute to meaning <u>discuss and evaluate how authors use language, including figurative language</u>, considering the impact on the reader drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence distinguish between statements of <u>fact and opinion</u> <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <u>provide reasoned justifications for their views</u>. <u>retrieve, record and present information from non-fiction</u> | <i>Letters from the Lighthouse</i> <i>How does a Lighthouse Work?</i> <ul style="list-style-type: none"> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <u>making comparisons within and across books</u> provide <u>reasoned justifications</u> for their views. drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>identifying how language, structure and presentation contribute to meaning</u> discuss and evaluate <u>how authors use language, including figurative language</u>, considering the impact on the reader <u>retrieve, record and present information from non-fiction</u> <u>participate in discussion about books</u> that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | <i>Once</i> <i>Poems from WW2</i> <i>The Island</i> <ul style="list-style-type: none"> <u>asking questions</u> to improve their understanding <u>checking the book makes sense to them</u>, discussing their understanding and exploring the meaning of words in context (Tier 2 words) <u>predicting</u> what might happen from details stated and implied <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <u>making comparisons within and across books</u> provide <u>reasoned justifications</u> for their views. <u>identifying and discussing themes and conventions</u> in and across a wide range of writing: <i>such as loss, displacement and heroism</i> <u>participate in discussion about books</u> that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously <u>explain and discuss their understanding</u> of what they have read <u>preparing poems to read aloud and to perform</u>, showing understanding through | <i>Floodland</i> <i>Coming to England</i> <i>Black and British</i> <ul style="list-style-type: none"> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>checking the book makes sense to them</u>, discussing their understanding and exploring the meaning of words in context (Tier 2 words) <u>asking questions to improve their understanding</u> drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied identifying how language, structure and presentation contribute to meaning <u>discuss and evaluate how authors use language</u>, including figurative language, considering the impact on the reader <u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide <u>reasoned justification</u> for their views <u>retrieve, record and present information from non-fiction</u> <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas distinguish between statements of <u>fact and opinion</u> | <i>Rise Up</i> <i>Wicked World</i> <i>The Boy who made Everyone Laugh</i> <ul style="list-style-type: none"> drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>explain and discuss their understanding</u> of what they have read <u>identifying how language, structure and presentation contribute to meaning</u> provide <u>reasoned justifications</u> for their views <u>predicting</u> what might happen from details stated and implied distinguish between statements of <u>fact and opinion</u> <u>preparing poems to read aloud and to perform</u>, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <u>participate in discussion about books</u> 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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