



Milton Mount Primary School

Reading Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

(2024 – 2025)

EYFS Autumn		
Key Texts	The Three Little Pigs / Goldilocks and the Three Bears/ The Three Billy Goats Gruff	Little Red Riding Hood / The Gingerbread Man/ The Enormous Turnip
Reading focus (modelling/ discussion lesson)	Engage in story times. Vocabulary - Learn new vocabulary/use new vocabulary throughout the day. Retrieval - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read and during whole class discussions and small group interactions. Vocabulary – use a wider range of vocabulary / use new vocabulary in different contexts. Retrieval - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Text types	Colour monster The Three Little Pigs Goldilocks Little Red Riding Hood Billy Goats Gruff The Gingerbread Man Christmas (Talk4Writing/Christmas) Poem of the week	Things I like by Anthony Browne Pumpkin Soup Pick a Pine Tree How the Grinch Stole Christmas Dear Santa The Night Before Christmas The Snowman Funnybones The big book of families Poem of the week
EYFS Spring		
Key Texts	Beegu/ Space (Non-Fiction)	Farmer Duck/ Look What I found in the Farm / Farm (Non Fiction)
Reading focus (modelling/ discussion lesson)	Engage in non-fiction books. Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary. Vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Explanation - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Inference - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Text types	Supertato Super Daisy to the Rescue The Superhero Hotel Real Superheroes Little People Big Dreams Series If all the world were... All are Welcome Earth Heroes Thank you, Heroes No Dragons for tea 10 little superheroes Poem of the week	What the ladybird heard Scarecrow's wedding Rosie's walk Farmyard Hullabaloo Farmyard Tales Picken Hello Horse The cow that laid an egg Just ducks Poem of the week
EYFS Summer		
Key Texts	Supertato	The Bog Baby
Reading focus (modelling/ discussion lesson)	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Vocabulary - Engage in extended conversations about stories, learning new vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

discussion lesson)	Inference - Compare and contrast characters from stories, including figures from the past.	Vocabulary - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Prediction - Anticipate (where appropriate) key events in stories.
Text types	Beegu The Way Back Home How to Catch a Star Here We Are Goodnight Spaceman Man on the Moon Whatever Next? Goodnight Space Poem of the week	Bog Baby Tadpole's Promise The Very Hungry Caterpillar The Bad-Tempered Ladybird Bee Snail Trail Mad About Minibeasts Superworm Yucky Worms Tad The very busy spider Insect Detective The big book of bugs Poem of the week

Year 1 Autumn						
Key Texts	The tiger who came to tea.			Lost in the toy museum		
Reading focus (modelling/discussion lesson)	<p>Retrieval - answer a question about what has just happened in a story.</p> <p>Retrieval - develop their knowledge of retrieval through images.</p> <p>Inference - children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Vocabulary - use vocabulary given by the teacher</p> <p>Explanation - explain clearly my understanding of what has been read to them</p> <p>Summarise/Sequence - retell familiar stories orally e.g fairy stories and traditional tales</p>			<p>Retrieval - answer a question about what has just happened in a story.</p> <p>Retrieval - develop their knowledge of retrieval through images.</p> <p>Inference - children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Vocabulary - discuss his/her favourite words and phrases</p> <p>Explanation - explain clearly my understanding of what has been read to them</p> <p>Summarise/Sequence - retell familiar stories orally e.g fairy stories and traditional tales</p>		
Text types	Variety of fiction, non-fiction and poetry based on class reader.			Variety of fiction, non-fiction and poetry based on class reader.		
Year 1 Spring						
Key Texts	Duffy's lucky escape.			Ninja Nan		
Reading focus (modelling/discussion lesson)	<p>Retrieval - answer a question about what has just happened in a story.</p> <p>Retrieval - recognize characters, events, titles and information.</p> <p>Inference - discuss the significance of the title and events</p> <p>Vocabulary - discussing word meanings, linking new meanings to those already known</p> <p>Explanation - link what they read or hear to their own experiences</p> <p>Summarise/Sequence - sequence the events of a story they are familiar with</p>			<p>Retrieval - answer a question about what has just happened in a story.</p> <p>Inference - infer basic points with direct reference to the pictures and words in the text</p> <p>Vocabulary - discussing word meanings, linking new meanings to those already known</p> <p>Explanation - link what they read or hear to their own experiences</p> <p>Summarise/Sequence - sequence the events of a story they are familiar with</p> <p>Prediction - predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p>		
Text types	Variety of fiction, non-fiction and poetry based on class reader.			Variety of fiction, non-fiction and poetry based on class reader.		
Year 1 Summer						
Key Texts	Lost and Found, The Barnabus Project			The king's Runaway Crown		
Reading focus (modelling/discussion lesson)	<p>Retrieval - retrieve information by finding a few key words.</p> <p>Inference - demonstrate simple inference from the text based on what is said and done</p> <p>Explanation - express views about events or characters</p> <p>Summarise/Sequence - begin to discuss how events are linked</p> <p>Prediction - make simple predictions based on the story and on their own life experience.</p> <p>Vocabulary - draw upon knowledge of vocabulary in order to understand the text</p>			<p>Retrieval - recognize differences between fiction and non-fiction texts.</p> <p>Inference - demonstrate simple inference from the text based on what is said and done</p> <p>Explanation - express views about events or characters</p> <p>Summarise/Sequence - begin to discuss how events are linked</p> <p>Prediction - make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.</p> <p>Vocabulary - draw upon knowledge of vocabulary in order to understand the text</p>		
Text types	Variety of fiction, non-fiction and poetry based on class reader.			Variety of fiction, non-fiction and poetry based on class reader.		
Reading skills stem sentences	<p>Retrieval</p> <ul style="list-style-type: none"> Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? 	<p>Vocabulary</p> <ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? 	<p>Prediction</p> <ul style="list-style-type: none"> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? 	<p>Explanation</p> <ul style="list-style-type: none"> Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why? 	<p>Inference</p> <ul style="list-style-type: none"> What do you think.....means? Why do you think that? How do you think. ...? When do you think. ...? Where do you think. ? How does make you feel? Why did happen? 	<p>Summary/ sequence</p> <ul style="list-style-type: none"> What happens in the beginning of the story? Can you number these events in the story? How/where does the story start? What happened at the end of the....? Can you retell the story to me in 20 words or less? What happened before that?

	<ul style="list-style-type: none">• Which is your favourite/worst/funniest/scariest part of the story?• Is this a fiction or a non-fiction book? How do you know?	<ul style="list-style-type: none">• Why do you think they repeat this word in the story?	<ul style="list-style-type: none">• Who do you think has done it?• What might.....say about that?• Can you draw what might happen next?			<ul style="list-style-type: none">• Can you sequence the key moments in this story?
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Year 2 Autumn		
Key Texts	The girl and the dinosaur	The owl who was afraid of the dark
Reading focus (modelling/discussion lesson)	<p>Retrieval - asking and answering retrieval questions</p> <p>Inference - use pictures or words to make inferences</p> <p>Explanation - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Summarise/Sequence - retell using a wider variety of story language</p> <p>Vocabulary - recognise some recurring language in stories and poems</p> <p>Prediction - predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</p>	<p>Retrieval - asking and answering retrieval questions</p> <p>Inference - use pictures or words to make inferences</p> <p>Explanation - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Summarise/Sequence - order events from the text.</p> <p>Vocabulary - recognise some recurring language in stories and poems</p> <p>Prediction - predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 2 Spring		
Key Texts	Paddington	Leaf
Reading focus (modelling/discussion lesson)	<p>Retrieval - independently read and answer simple questions about what they have just read.</p> <p>Inference - make inferences about characters' feelings using what they say and do.</p> <p>Explanation - express my own views about a book or poem</p> <p>Summarise/Sequence - order events from the text.</p> <p>Vocabulary - discussing their favourite words and phrases</p> <p>Prediction - make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Retrieval - independently read and answer simple questions about what they have just read.</p> <p>Inference - infer basic points and begin, with support, to pick up on subtler references.</p> <p>Explanation - express my own views about a book or poem</p> <p>Summarise/Sequence - discuss the sequence of events in books and how items of information are related.</p> <p>Vocabulary - discussing their favourite words and phrases</p> <p>Prediction - make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 2 Summer		
Key Texts	The Jolly Rogers and the Monster's gold	Billy and the Minpins
Reading focus (modelling/discussion lesson)	<p>Retrieval - draw on previously taught knowledge</p> <p>Inference - infer basic points and begin, with support, to pick up on subtler references.</p> <p>Explanation - discuss some similarities between books</p> <p>Summarise/Sequence - discuss the sequence of events in books and how items of information are related.</p> <p>Vocabulary - discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <p>Prediction</p>	<p>Retrieval - remember significant event and key information about the text that they have read</p> <p>Inference - answering and asking questions and modifying answers as the story progresses</p> <p>Explanation - discuss some similarities between books</p> <p>Summarise/Sequence - discuss the sequence of events in books and how items of information are related.</p> <p>Vocabulary - discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <p>Prediction</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction

<p>Reading skills stem sentences</p>	<p>Retrieval</p> <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<p>Explanation</p> <ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. <ul style="list-style-type: none"> • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? <ul style="list-style-type: none"> • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<p>Inference</p> <ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think...? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<p>Prediction</p> <ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next? 	<p>Summarise/sequence</p> <ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? <ul style="list-style-type: none"> • How is it resolved? • Can you retell the story to me in 20 words or less? <ul style="list-style-type: none"> • Can you summarise in 3 sentences the beginning, middle and end of this story?
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Year 3 Autumn		
Key Texts	Stone Age Boy, The Stolen Spear	
Reading focus (modelling/discussion lesson)	<p>Retrieval - use contents page and subheadings to locate information.</p> <p>Inference - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Explanation - discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Summarise/Sequence - give a brief verbal summary of a story.</p> <p>Prediction - justify predictions using evidence from the text.</p> <p>Vocabulary - use dictionaries to check the meaning of words that they have read.</p>	<p>Retrieval - learn the skill of 'skim and scan' to retrieve details.</p> <p>Inference - make inferences about actions or events.</p> <p>Explanation - discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Summarise/Sequence - teachers begin to model how to record summary writing.</p> <p>Prediction - justify predictions using evidence from the text.</p> <p>Vocabulary - find the meaning of new words using substitution within a sentence.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 3 Spring		
Key Texts	Iron Man	The firework maker's daughter
Reading focus (modelling/discussion lesson)	<p>Retrieval - learn the skill of 'skim and scan' to retrieve details.</p> <p>Inference - children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Explanation - identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Summarise/Sequence - begin to distinguish between the important and less important information in a text.</p> <p>Prediction - use relevant prior knowledge to make predictions and justify them.</p> <p>Vocabulary - find the meaning of new words using substitution within a sentence.</p>	<p>Retrieval - retrieve and record information from a fiction text.</p> <p>Inference - children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Explanation - identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Summarise/Sequence - make simple notes from one source of writing.</p> <p>Prediction - use relevant prior knowledge to make predictions and justify them.</p> <p>Vocabulary - discuss words that capture the readers interest or imagination.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 3 Summer		
Key Texts	The nothing to see here hotel	Roman Text - Currently 'The Queen of Darkness' but subject to change.
Reading focus (modelling/discussion lesson)	<p>Retrieval - retrieve information from a non-fiction text</p> <p>Inference - justify inferences by referencing a specific point in the text.</p> <p>Explanation - recognise authorial choices and the purpose of these</p> <p>Summarise/Sequence - identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Prediction - use details from the text to form further predictions.</p> <p>Vocabulary - identify how language choices help build meaning.</p>	<p>Retrieval - begin to use quotations from the text.</p> <p>Inference - justify inferences by referencing a specific point in the text.</p> <p>Explanation - recognise authorial choices and the purpose of these</p> <p>Summarise/Sequence - identify themes from a wide range of books.</p> <p>Prediction - use details from the text to form further predictions.</p> <p>Vocabulary - identify how language choices help build meaning. (extra week as appropriate)</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction

Reading skills stem sentences	Retrieval	Vocabulary	Explanation	Inference	Prediction	Summary
	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? <ul style="list-style-type: none"> • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? <ul style="list-style-type: none"> • Whose perspective is the story told from? 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year 4 Autumn						
Key Texts	Beowulf and the monster, The Riddle of Runes					
Reading focus (modelling/discussion lesson)	Retrieval - confidently skim and scan texts to record details, Vocabulary - using dictionaries to check the meaning of words that they have read. Inference - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions). Explanation - discussing words and phrases that capture the reader's interest and imagination Summarise/Sequence - use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Prediction - justify predictions using evidence from the text.			Retrieval - confidently skim and scan texts to record details, Vocabulary - use a thesaurus to find synonyms Inference - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions). Explanation - discussing words and phrases that capture the reader's interest and imagination Summarise/Sequence - identifying main ideas drawn from more than one paragraph. Prediction - justify predictions using evidence from the text.		
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction			3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction		
Year 4 Spring						
Key Texts	The girl of Ink and Stars					
Reading focus (modelling/discussion lesson)	Retrieval - retrieve and record information from a fiction or non-fiction text. Inference - infer characters' feelings, thoughts and motives from their stated actions. Vocabulary - discuss new and unusual vocabulary and clarify the meaning of these Explanation - identifying how language, structure, and presentation contribute to meaning Summarise/Sequence - summarise whole paragraphs, chapters or texts Prediction - justify predictions using evidence from the text.			Retrieval - retrieve and record information from a fiction or non-fiction text. Inference - consolidate the skill of justifying them using a specific reference point in the text Explanation - identifying how language, structure, and presentation contribute to meaning Vocabulary - find the meaning of new words using the context of the sentence. Summarise/Sequence - highlight key information and record it in bullet points, diagrams, maps etc. Prediction - justify predictions using evidence from the text.		
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction			3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction		
Year 4 Summer						
Key Texts	Harry Potter and the philosopher's stone					
Reading focus (modelling/discussion lesson)	Retrieval - using relevant quotes to support their answers to questions. Inference - use more than one piece of evidence to justify their answer Explanation - recognise authorial choices and the purpose of these Summarise/Sequence - identify themes from a wide range of books Prediction - monitor these predictions and compare them with the text as they read on Vocabulary - explain how words can capture the interest of the reader.			Retrieval - using relevant quotes to support their answers to questions. Inference - use more than one piece of evidence to justify their answer Explanation - recognise authorial choices and the purpose of these Summarise/Sequence - identify themes from a wide range of books Prediction - monitor these predictions and compare them with the text as they read on Vocabulary - discuss why words have been chosen and the effect these have on the reader (extra week as appropriate)		
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction			3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction		
Reading skills stem sentences	Retrieval <ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. 	Vocabulary <ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? 	Explanation <ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. 	Inference <ul style="list-style-type: none"> What do you think.... means? Why do you think that? Could it be anything else? I think...; do you agree? Why / why not? How do you think....? Can you explain why....? 	Prediction <ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? 	Summary <ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why?

	<ul style="list-style-type: none"> • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here? 	<ul style="list-style-type: none"> • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...? 	<ul style="list-style-type: none"> • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<ul style="list-style-type: none"> • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph? 	<ul style="list-style-type: none"> • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. 	<ul style="list-style-type: none"> • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
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Year 5 Autumn		
Key Texts	Treason	
Reading focus (modelling/discussion lesson)	<p>2x Retrieval - confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Inference - make inferences about actions, feelings, events or states</p> <p>Explanation - begin to distinguish between fact and opinion</p> <p>Summarise/Sequence - identify themes across a wide range of writing</p> <p>Prediction - predicting what might happen from details stated and implied</p> <p>Vocabulary - explore the meaning of words in context, confidently using a dictionary</p>	<p>Retrieval - retrieve, record and present information from non-fiction texts.</p> <p>2x Inference - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explanation - provide increasingly reasoned justification for my views</p> <p>Summarise/Sequence - discuss the themes or conventions from a chapter or text</p> <p>Prediction - predicting what might happen from details stated and implied</p> <p>Vocabulary - read around the word' and explore its meaning in the broader context of a section or paragraph.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 5 Spring		
Key Texts	The Explorer	
Reading focus (modelling/discussion lesson)	<p>Retrieval - use evidence from across larger sections of text</p> <p>Inference - use figurative language to infer meaning</p> <p>Explanation - give reasons for authorial choices</p> <p>Explanation - begin to challenge points of view</p> <p>Summarise/Sequence - make connections between information across the text and include this in an answer.</p> <p>Prediction - support predictions with relevant evidence from the text.</p> <p>Vocabulary - evaluate the authors use of language, discuss how the author's choice of language impacts the reader.</p>	<p>Retrieval - use evidence from across larger sections of text</p> <p>Inference - give one or two pieces of evidence to support the point they are making.</p> <p>Explanation - identifying how language, structure and presentation contribute to meaning</p> <p>2x Summarise/Sequence - summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Prediction - support predictions with relevant evidence from the text.</p> <p>Vocabulary - begin to look at the use of figurative language</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 5 Summer		
Key Texts	Percy Jackson and the lightning thief	
Reading focus (modelling/discussion lesson)	<p>Retrieval - read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Inference - begin to draw evidence from more than one place across a text.</p> <p>Explanation - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Summarise/Sequence - ordering events from a longer extract.</p> <p>2x Prediction - confirm and modify predictions as they read on.</p> <p>Vocabulary - investigate alternative word choices that could be made, use a thesaurus to find synonyms for a larger variety of words.</p>	<p>Retrieval - ask my own questions and follow a line of enquiry.</p> <p>Inference - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (using all taught skills)</p> <p>Vocabulary - re-write passages using alternative word choices</p> <p>Explanation - explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Summarise/Sequence - spare week (review skills which still need developing)</p> <p>Prediction - confirm and modify predictions as they read on.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction

Reading skills stem sentences	Retrieval <ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? <ul style="list-style-type: none"> • Which is your favourite/worst/funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know? 	Vocabulary <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? 	Explanation <ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? <ul style="list-style-type: none"> • Who is your favourite character? Why? 	Inference <ul style="list-style-type: none"> • What do you think.....means? <ul style="list-style-type: none"> • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen? 	Prediction <ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? <ul style="list-style-type: none"> • Can you draw what might happen next? 	Summary/ sequence <ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?
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Year 6 Autumn		
Key Texts	Friend or Foe by Michael Morpurgo, Resist by Tom Palmer	
Reading focus (modelling/discussion lesson)	<p>Retrieval - Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Inference - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explanation - begin to distinguish between fact and opinion.</p> <p>Explanation - provide increasingly reasoned justification for my views</p> <p>Summarise/Sequence - summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Prediction - predicting what might happen from details stated and implied</p> <p>Vocabulary - explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>	<p>Retrieval - Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Inference - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explanation - identifying how language, structure and presentation contribute to meaning</p> <p>Summarise/Sequence - summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Prediction - predicting what might happen from details stated and implied</p> <p>Vocabulary - evaluate how the authors' use of language impacts upon the reader</p>
Text types	3 x weeks on class books 1 x week non-fiction (Lit shed) 1 x week poetry (Lit shed) 1 x week fiction (Lit shed)	3 x weeks on class books 1 x week non-fiction (Lit shed) 1 x week poetry (Lit shed) 1 x week fiction (Lit shed)
Year 6 Spring		
Key Texts	The Mapmaker's Race	
Reading Focus (modelling/discussion lesson)	<p>Retrieval - They use evidence from across whole chapters or texts.</p> <p>Inference - make inferences about events, feelings, states backing these up with evidence.</p> <p>Explanation - give reasons for authorial choices</p> <p>Summarise/Sequence - summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Prediction - support predictions by using relevant evidence from the text</p> <p>Vocabulary - find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p>	<p>Retrieval - Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts and recall information.</p> <p>Inference - discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Explanation - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Summarise/Sequence - summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Prediction - support predictions by using relevant evidence from the text</p> <p>Vocabulary - discuss how presentation and structure contribute to meaning.</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction
Year 6 Summer		
Key Texts	The Golden Horsemen of Baghdad.	
Reading Focus (modelling/discussion lesson)	<p>Retrieval - Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Inference - infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p> <p>Explanation - explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Summarise/Sequence - make comparisons across different books.</p> <p>Prediction - confirm and modify predictions in light of new information.</p>	<p>Retrieval - Ask my own questions and follow a line of enquiry.</p> <p>Inference - infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p> <p>Explanation - distinguish between fact, opinion and bias explaining how they know this.</p> <p>Summarise/Sequence - summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p> <p>Prediction - confirm and modify predictions in light of new information. (extra week as appropriate)</p>
Text types	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction	3 x weeks on class books 1 x week non-fiction 1 x week poetry 1 x week fiction

Reading skills stem sentences	Retrieval	Vocabulary	Explanation	Inference	Prediction	Summary
	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? <ul style="list-style-type: none"> Who is telling this story? <ul style="list-style-type: none"> What genre is...? Can you look at these other texts and find me what is similar and what is different? 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? <ul style="list-style-type: none"> By writing..., what effect has the author created? Do you think they intended to? <ul style="list-style-type: none"> Can you find examples of simile, metaphor, hyperbole or personification in the text? <ul style="list-style-type: none"> Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? <ul style="list-style-type: none"> Explain why... did that. <ul style="list-style-type: none"> Describe different characters' reactions to the same event. <ul style="list-style-type: none"> Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? <ul style="list-style-type: none"> Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way? 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? <ul style="list-style-type: none"> I think...; do you agree? Why/why not? <ul style="list-style-type: none"> Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? <ul style="list-style-type: none"> How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question? 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? <ul style="list-style-type: none"> Which stories have openings like this? Do you think that this story will develop the same way? <ul style="list-style-type: none"> Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> What is the main point of the text? <ul style="list-style-type: none"> Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? <ul style="list-style-type: none"> Sum up what has happened so far in... words/seconds or less. <ul style="list-style-type: none"> Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?