



## Key Stage Two Reading Curriculum

### Context

Reading lessons in KS 2 are delivered through Destination Reader, using quality texts, which are studied in depth. There are 4 x 45 minute lessons per week, which include one Big Picture lesson (reading comprehension). In Year 6, there are two. There are seven reading foci (Predicting, Questioning, Clarifying, Summarising, Inferring, Evaluating and Making Links. These frame the week but do not control it. Lessons should have the national curriculum and the reading requirements of the children paramount; from the Reading Curriculum, teachers produce PowerPoints, for the week's lessons.

## Year 3 Reading Curriculum

### A Good Year 3 Reader

At this stage, teaching **comprehension should be taking precedence over teaching word reading directly**. Any focus on word reading should support the development of **vocabulary**. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to **recognise themes in what they read, such as the triumph of good over evil** or the use of magical devices in fairy stories and folk tales. They should also learn the **conventions** of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to **listen frequently to stories, poems, nonfiction and other writing**, including **whole books** and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to **exercise choice in selecting books** and be taught how to do so, with teachers making use of any library services and expertise to

support this. **Reading, re-reading, and rehearsing poems and plays for presentation and performance** give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to **perform plays and poems** to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

### **National Curriculum Coverage**

- A. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- B. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- C. Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- D. Reading books that are structured in different ways and reading for a range of purposes
- E. Using dictionaries to check the meaning of words that they have read
- F. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- G. Identifying themes and conventions in a wide range of books
- H. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I. Discussing words and phrases that capture the reader's interest and imagination
- J. Recognising some **different forms of poetry**
- K. Understand what they read, in books they can read independently, b checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

- L. Asking questions to improve their understanding of a text
- M. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- N. Predicting what might happen from details stated and implied
- O. Identifying main ideas drawn from more than 1 paragraph and summarising these
- P. Identifying how language, structure, and presentation contribute to meaning
- Q. Retrieve and record information from non-fiction
- R. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Autumn 1

- Autumn term, GR continues, with one day a week of DR

Week	1	2	3	4	5	6	7	
Book	Introduction to routines. Create a reading profile (what makes a good reader/what they like etc)	Harry the Poisonous Centipede	Harry the Poisonous Centipede	Harry the Poisonous Centipede	Harry the Poisonous Centipede	<i>Rivers Opening Worlds Geography unit</i>	<i>Rivers Opening Worlds Geography unit</i>	
NC Coverage	C		B, I, N, R	B, I, N, R	B, I, N, R	A, G, L, M	A, K, I, L	
Genre		Fiction (Animal Adventure)	Fiction (Animal Adventure)	Fiction (Animal Adventure)	Fiction (Animal Adventure)	Non-Fiction (Geography)	Non-Fiction (Geography)	

## Autumn 2

Week	1	2	3	4	5	6	7
Book	No 1 Car Spotter	No 1 Car Spotter	No 1 Car Spotter	No 1 Car Spotter	No 1 Car Spotter	Cradles of	Cradles of

	By Atinuke	By Atinuke	By Atinuke	By Atinuke	By Atinuke	Civilisation <i>Opening Worlds History</i> unit	Civilisation <i>Opening Worlds History</i> unit
NC Coverage	A, I, K, L	A, I, K, L	A, I, K, L	A, G, L, M	A, I, K, L	K, Q	K, Q
Genre	Fiction (International adventure)	Fiction (Animal Adventure)	Fiction (Animal Adventure)	Fiction (Animal Adventure)	Fiction (Animal Adventure)	Non-Fiction (History)	Non-Fiction (History)

## Spring 1

Week	1	2	3	4	5	6
Book	George's Marvellous Medicine	George's Marvellous Medicine	George's Marvellous Medicine	George's Marvellous Medicine	Settlements and cities <i>Opening Worlds Geography</i> unit	Settlements and cities <i>Opening Worlds Geography</i> unit
NC Coverage	A, E, I, K, L	A, E, I, K, L	E, I, K, L	A, B, G, O, P	I, M, N, O, R	G, I, M, P, R
Genre	Fiction (classic)			)	Non-Fiction (Geography)	Non-Fiction (Geography)

## Spring 2

Week	1	2	3	4	5	6		
Book	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	Persia and Greece <i>Opening Worlds History</i> unit	Persia and Greece <i>Opening Worlds History</i> unit		
NC Coverage	A, D	I, K, L	I, K, L	M, N, O	L, Q, R	L, Q, R		
Genre	Fiction (Fantasy)	Fiction (Fantasy)	Fiction (Fantasy)	Fiction (Fantasy)	Non-Fiction (History)	Non-Fiction (History)		

## Summer 1

Week beginning	1	2	3	4	5	6		
Book	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	The Abominables by Eve Ibbotson	Volcanoes <i>Opening Worlds Geography</i>	Volcanoes <i>Opening Worlds Geography</i>		

					<i>unit</i>	<i>unit</i>		
NC Coverage	B, G, O, P	E, L, O	A, I, K, L	I, M, N, O, R	A, C, E, N	C, O, P, R		
Genre	Fiction (Fantasy)	Fiction (Fantasy)	Fiction (Fantasy)	Fiction (Fantasy)	Non-Fiction (Geography)	Non-Fiction (Geography)		

## Summer 2

Week beginning	1	2	3	4	5	6		
Book	Family Poems	Family Poems	Family Poems	Alexander the Great (HEP)	Alexander the Great <i>Opening Worlds History unit</i>	Alexander the Great <i>Opening Worlds History unit</i>		
NC Coverage	H, J, P	H, J, P	H, J, P	L, Q, R	L, Q, R	A		
Genre	Poetry	Poetry	Poetry	Non-Fiction (History)	Non-Fiction (History)	Non-Fiction (History)		

## Year 4 Reading Curriculum

### **A Good Year 4 Reader**

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to

support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

### **National Curriculum Coverage**

- A. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- B. Reading books that are structured in different ways and reading for a range of purposes
- C. Using dictionaries to check the meaning of words that they have read
- D. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- E. Identifying themes and conventions in a wide range of books
- F. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- G. Discussing words and phrases that capture the reader's interest and imagination
- H. Recognising some [different forms of poetry](#)
- I. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- J. Asking questions to improve their understanding of a text
- K. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- L.** predicting what might happen from details stated and implied
- M.** identifying main ideas drawn from more than 1 paragraph and summarising these
- N.** identifying how language, structure, and presentation contribute to meaning
- O.** Retrieve and record information from non-fiction
- P.** Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Autumn 1

Week	1	2	3	4	5	6	7	
Book	Introduction to DR. Introduction to routines. Create a reading profile (what makes a good reader/what they like etc)	Friend or Foe	Friend or Foe	Friend or Foe	Friend or Foe	Rhine and Mediterranean	Rhine and Mediterranean	
NC Coverage	A	A, D, I, K, L	A, E, G	A, E, G	B, C, D	A, J, N, O	J, N, O	
Genre		Fiction (Historical)	Fiction (Historical)	Fiction (Historical)	Fiction (Historical)	Non-Fic (Geography)	Non-Fic (Geography)	

## Autumn 2

Week	1	2	3	4	5	6	7	
Book	Friend or Foe	Friend or Foe	Friend or Foe	Friend or Foe	Friend or Foe	Roman Empire	Roman Empire	
NC Coverage	A, E, G	G, I, N	E, I, K	B, G, I, K	A, G	B, I, k	P, M	
Genre	Fiction (Historical)	Fiction (Historical)	Fiction (Historical)	Fiction (Historical)	Fiction (Historical)	Non-Fiction (Historical)	Non-Fiction (Historical)	

## Spring 1

Week	1	2	3	4	5	6	7	
Book	Iron Man	Iron Man	Iron Man	Iron Man	Coastal processes and landforms	Coastal processes and landforms		
NC Coverage	D, E,, G,L	B, K, M	B, E, N, L	A, D, M, P, E	A, B, L	A, G, K		
Genre	Fiction (SF)	Fiction (SF)	Fiction (SF)	Fiction (SF)	Non-fiction (Geography)	Non-fiction (Geography)		

## Spring 2

Week	1	2	3	4	5	6		
Book	Journey to the River Sea	Journey to the River Sea	Journey to the River Sea	Journey to the River Sea	Christianity in three empires (300-600CE)	Christianity in three empires (300-600CE)		
NC Coverage	G, I, L, K	B, G, I, L, K	K, N, P	C, G, I, J, K, M	M, N, O	M, N, O		
Genre	Fiction (adventure)	Fiction (adventure)	Fiction (adventure)	Fiction (adventure)	Non-Fic (History)	Non-Fic (History)		

## Summer 1

Week	1	2	3	4	5	6		
Book	Lion, Witch & Wardrobe	Lion, Witch & Wardrobe	Lion, Witch & Wardrobe	Lion, Witch & Wardrobe	Earthquakes	Earthquakes		
NC Coverage	A, P	K, N,	K, P	A, B, C	C, G, I, J, K,	K, N, P		
Genre	Fiction (Classic)	Fiction (Classic)	Fiction (Classic)	Fiction (Classic)	Non-fiction (Geography)	Non-fiction (Geography)		

## Summer 2

Week beginning	1	2	3	4	5	6		
Book	Lion, Witch & Wardrobe	Let's Celebrate: festival Poems	Let's Celebrate: festival Poems	Islamic Civilizations (HEP)	Islamic civilisations - The Rise of Islam Cordoba-city of light	Islamic civilisations - The Rise of Islam Cordoba-city of light		
NC Coverage	B,G, P	A, F, H	A, F, H	M, N, O	M, N, O	A, P		
Genre	Fiction (Classic)	Poetry	Poetry	Non-Fic (History)	Non-Fic (History)	Non-Fic (History)		



## Year 5 Reading Curriculum

### **A Good Year 5 Reader**

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, 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. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

### **National Curriculum Coverage**

- A. Maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- B. Reading books that are structured in different ways and reading for a range of purposes
- C. 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

- D. Recommending books that they have read to their peers, giving reasons for their choices
- E. Identifying and discussing themes and conventions in and across a wide range of writing
- F. Making comparisons within and across books
- G. Learning a wider range of poetry by heart
- H. 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
- I. Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- J. Asking questions to improve their understanding
- K. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- L. Predicting what might happen from details stated and implied
- M. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- N. Identifying how language, structure and presentation contribute to meaning
- O. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- P. Distinguish between statements of fact and opinion
- Q. Retrieve, record and present information from non-fiction
- R. 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

- S. 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
- T. Provide reasoned justifications for their views.

## Autumn 1

Week	1	2	3	4	5	6	7	
Book	Introduction to routines. Create a reading profile (what makes a good reader/what they like etc)	Grim Fairy Tales - Little Brother & Little Sister	Grim Fairy Tales – Goose Girl	Grim Fairy Tales – Water of life	Grim Fairy Tales -Three Sisters	Why is California so thirsty?	Why is California so thirsty?	
NC Coverage	A, C, D	A,C,I,L	A, C, F, I, M	A, C, F, I, M	A, C, I, N, O	A, I, P, Q	A, I, P, Q	
Genre	N/A	Fairy tales	Fairy tales	Fairy tales	Fairy tales	Non-Fic (Geography)	Non-Fic – (Geography)	

## Autumn 2

Week	1	2	3	4	5	6	7	
Book	African Tales – Namibia	African Tales – Malawi	African Tales - Lesotho	African Tales - Swaziland	African Tales - Swaziland	Anglo Saxons Britain	Anglo Saxons Britain	
NC Coverage	A, C, K, N	A, B, K, L	A, B, C, I, K, L	A, B, C, I, K, L	A, B, C, Q	A, B, C, I, Q	A, Q	
Genre	Trad tales	Trad tales	Trad tales	Trad tales	Trad tales	Non-Fiction (History)	Non-Fiction (History)	

## Spring 1

Week	1	2	3	4	5	6	7	
Book	African Tales - Senegal	African Tales - Ghana	African Tales - Sudan	Matilda	Matilda	Migration	Migration	
NC Coverage	A, C, I	A, C, K, N	I, J, K, I	E, F, I, K, L	D, F, I, L, O	A, C, N, Q, S	A, C, N, Q, S	
Genre	Trad tales	Trad tales	Trad tales	Fiction (Classic)	Fiction (Classic)	Non-Fic - Geography	Non-Fic - Geography	

## Spring 2

Week	1	2	3	4	5	6		
Book	Matilda	Matilda	Matilda	Matilda	Norse Culture	Norse Culture		
NC Coverage	I, J, K, L, M	I, J, K, L, M	I, J, K, M	I, J, K, M	A, E, P, R, T			
Genre	Fiction (Classic)	Fiction (Classic)	Fiction (Classic)	Fiction (Classic)	Non-Fic (History)	Non-Fic (History)		

## Summer 1

Week beginning	1	2	3	4	5	6		
Book	Matilda	Matilda	The Highwayman	The Highwayman	The Amazon	The Amazon		
NC Coverage	A, D, E, I, J, K, L, M, N, R, T	A, D, E, I, J, K, L, M, N, R, T	A, E, G, H, O	A, E, G, H, O	A, B, E, I, J, M, O, P, Q, S, T	A, B, E, I, J, M, O, P, Q, S, T		
Genre	Fiction (Classic)	Fiction (Classic)	Poetry	Poetry	Non-Fic - geography	Non-Fic - geography		

## Summer 2

Week beginning	1	2	3	4	5	6		
Book	The Highwayman	The Highwayman	Choosing their own books	The Amazon	Early civilisations in the Americas	Early civilisations in the Americas		
NC Coverage	A, E, G, H, O	A, E, G, H, O	A, E, G, H, O	A, B, E, I, J, M, O, P, Q, S, T	A, B, J, N, Q	A, B, J, N, Q		
Genre	Poetry	Poetry	Fiction	Non-Fic - geography	Non-Fic - History	Non-Fic - History		

## Year 6 Reading Curriculum

### **A Good Year 6 Reader**

At this stage, there should be no need for further direct teaching of word reading skills

for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, 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. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

### **National Curriculum Coverage**

- A) Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- B) Reading books that are structured in different ways and reading for a range of purposes
- C) 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
- D) Recommending books that they have read to their peers, giving reasons for their choices
- E) Identifying and discussing themes and conventions in and across a wide range of writing
- F) Making comparisons within and across books
- G) Learning a wider range of poetry by heart

H) 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

I) Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

J) Asking questions to improve their understanding

K) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

L) Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

M) Identifying how language, structure and presentation contribute to meaning

N) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

O) Distinguish between statements of fact and opinion

P) Retrieve, record and present information from non-fiction

Q) 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

R) 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

S) Provide reasoned justifications for their views.

## Autumn 1

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Book	Introduction to routines. Create a reading profile (what makes a good reader/what they like etc) Hacker	Hacker	Hacker	Hacker	Pendarren	Energy and climate change	Energy and climate change	
NC Coverage	A, K, D, Q,	E, K, S	E, K, S	A, E, R, S		A, E, R	A, E, R	
Genre	Fiction (Mystery)	Fiction (Mystery)	Fiction (Mystery)	Fiction (Mystery)		Non-Fic - geography	Non-Fic - geography	

## Autumn 2

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Book	Hacker	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo	Life in two kingdoms in the African continent	Life in two kingdoms in the African continent	
NC Coverage	L,R, S	K,R,S	K, R, S	E	D,E,F	B,L,O,P	B,L,O,P	
Genre	Fiction	Fiction (Classic )	Fiction (Classic)	Fiction (Classic)	Fiction (Classic)	Non-Fic (History)	Non-Fic (History)	

## Spring 1

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Book	Our Favourite Poems	Our Favourite Poems	Kensuke's Kingdom	Kensuke's Kingdom	Changing Birmingham	Changing Birmingham		
NC Coverage	G, H, I, M, N	G, H, I, M, N	A, B, C, K, Q, R, S	A, C, F, K, R, S	C, E, F, R, S	C, E, F, R, S		
Genre	Poetry	Poetry	Fiction	Fiction (adventure)	Non-Fic (Geography))	Non-Fic (Geography))		

## Spring 2

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Book	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	YouCat For Kids	A theme through time - Part 2	A theme through time - Part 2		
NC Coverage	A, D, K, N,S	A, D, K, L,N,S	A, D, K, L,N,S	O,P,Q,R	B,L,O,P	B,L,O,P		
Genre	Fiction (adventure)	Fiction (adventure)	Fiction (adventure)	Non-Fic (RE)	Non-Fiction (History)	Non-Fiction (History)		

## Summer 1

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Book	YouCat For Kids	Our Favourite Poems	The Wheel of Surya	The Wheel of Surya	The Wheel of Surya	The Wheel of Surya		
NC Coverage	O,P,Q, R	G, H, I, M, N	C	A, C, F, K, R,	K, L, N	D, K, L, S		
Genre	Non-Fic (RE)	Poetry	Fiction (International )	Fiction (International )	Fiction (International )	A, J, L (International )		

## Summer 2

Week beginning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Book	The Wheel of Surya	The Wheel of Surya	The Wheel of Surya	The Wheel of Surya	Maps	Maps		
NC Coverage	A, B, C	K	C, S, F	C, S, F	B,L,O,P	B, L, O, P		
Genre	Fiction (International)	Fiction (International)	Fiction (International)	Fiction (International)	Non-Fiction (Geography)	Non-Fiction (Geography)		