

Reading Curriculum Overview

At Heronsgate School, Guided Reading is taught daily to help teach vocabulary, comprehension skills and appreciation for a range of literature. Daily reading opportunities are provided for children to help improve fluency and stamina. Banded books and RWI Fresh Start provide opportunities for children to improve decoding skills and/or improve their words per minute so that they can fully access the wider curriculum. Below is an overview of the terms and the link to the Cornerstones project link:

Whole School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Values Week (whole school text week 1)	Poetry Week (including visitor) linked to Black History Month – See separate planning below	Books at Bedtime (Year 3)	Shakespeare Week (18-24 th March '24) World Book Day – 7 th March '24	Author Visit (TBC)	Reading Challenge Grand Prize Community Day (picture book link)
	Emperors and Empires	Forces and Magnets	Rocks, Relics and Rumbles		Through the Ages (Bronze & Iron Age)	
Year 3	<p>Key Text: Escape from Pompeii</p> <p><i>Picture comprehension: Pompeii cover</i> Poem: Volcano</p> <p>Non-fiction text: Invading Britannia</p>	<p>Key Text: The Iron man</p> <p>Poem: Clockwise by John Agard</p> <p>Non-fiction text: Amelia Earhart – Women who Changed the World (STEM)</p>	<p>Key Text: The Firework Maker’s Daughter</p> <p>Poem: Don’t be Bored Rock by Zaro Weil</p> <p>Non-fiction text: Discover Science: Rocks and Fossils by Belinda Weber</p>	<p>Key Text: Magical Celtic Tales by Una Leavy</p> <p>Poem: Extinct by Mandy Coe</p> <p>Non-fiction text: Mary Anning Biography (Lyme Regis Museum)</p>	<p>Key Text: Stone Age Boy (project link)</p> <p>Poem: Library Ology by Benjamin Zephania and The Romans in Britain by Judith Nicholls</p> <p>Non-fiction text: Historic Places of the United Kingdom: Roman Sites by John Mallam</p>	<p>Key Text: Leonora Bolt: Secret Inventor (STEM link)</p> <p>Poem: Ten Dancing Dinosaurs by John Foster</p> <p>Non-fiction text: Building Stonehenge (English Heritage)</p>
	Invasion (Saxon & Viking Britain)	Rivers	Misty Mountain, Winding River		Ancient Civilisations	
Year 4	<p>Key text: Norse Myths and Legends</p> <p>Poem: Beowulf Kennings (practical task)</p> <p>Non-fiction text: Time Crime Newspaper Report</p>	<p>Key text: Song of the Dolphin Boy by Elizabeth laird</p> <p>Poem: The River <i>by Valerie Bloom</i></p> <p>Non-fiction text: The Amazon River (Brianica Kids)</p>	<p>Key Text: Kensuke’s Kingdom</p> <p>Poem: Albatross by Laura Mucha</p> <p>Non-fiction text: South America: Guide to the Amazon Rainforest</p>	<p>Key Text: Kensuke’s Kingdom</p> <p>Poem: Carriage of a Train</p> <p>Non-fiction text: Focus on Climate Zones: Tropical Climates by Cath Senker</p>	<p>Key Text: Varjak Paw by S.F. Said</p> <p>Poem: Checking out me history by John Agard</p> <p>Non-fiction text: King Tut Newspaper Report (<i>language preparation for summer 1</i>)</p>	<p>Key Text: Secrets of a Sun king by Emma Carroll</p> <p>Poem: Scarlett Macaw</p> <p>Non-fiction text: An Interview with Sophie Finch</p>
	The Tudors	Forces and Mechanisms	Sow, Grow and Farm	Earth and Space	Groundbreaking Greeks	
Year 5	<p>Key Text: The Devil and His Boy by Anthony Horowitz</p> <p>Poem: The Tyger <i>by William Blake</i></p> <p><i>Non-fiction text: Who Were the Tudors (DK Find Out Kids)</i></p>	<p>Key Text: Clockwork – Phillip Pullman</p> <p>Poem: Clockwork by Jacob Sam-La Rose</p> <p>Non-fiction text: Galileo Galilei by Anita Croy</p>	<p>Key Text: The Last Wild</p> <p>Poem: Ghost in the Garden by Berlie Doherty</p> <p>Non-fiction text: Allotment Month By Month: Grow your Own Fruit and Vegetables, Know What to do When</p>	<p>Key Text: Cosmic by Frank Cottrell Boyce</p> <p>Poem: The Starlight Night <i>by Gerard Manley Hopkins</i></p> <p>Non-fiction text: Katherine Johnson Biography</p>	<p>Key Text: Greek Myths</p> <p>Poem: Price we Pay for the Sun by Grace Nichols</p> <p>Non-fiction text: Ancient Greece in 30 Seconds by Cath Senker</p>	<p>Key Text: Who Let the Gods Out</p> <p>Poem: Lord Neptune (Ballad) by Judith Nicholls</p> <p>Non-fiction text: The Ancient Olympic Games by Jhonny Nunez</p>
	Britain at war	Evolution & Inheritance	Project: Frozen Kingdoms		Maafa (non-European study) & Our Changing World	
Year 6	<p>Key Text: Coming to England (Floella Benjammin)</p> <p>Poem: The British <i>by Benjamin Zephaniah</i></p> <p><i>Non-fiction text: The Windrush (Britanica Kids)</i></p>	<p>Key Text: Holes</p> <p>Poem: Pike <i>by Ted Hughes</i></p> <p><i>Non-fiction text: Charles Darwin and the Mystery of Life (natgeog kids)</i></p>	<p>Key Text: Race to the Frozen North</p> <p>Poem: The Ice Ship <i>by Sue Hubbard</i></p> <p>Non-fiction text: Save our polar habitats – National Geographic</p>	<p>Key Text: Children of the Quicksands by Efua Traore</p> <p>SATS revision</p>	<p>Key Text: Oranges in No Man’s Land</p> <p>Poem: Some Effects of Global Warming in Lackawanna County By Jay Parini</p> <p>Non-fiction text: Population and Settlement by Izzi Howell</p>	<p>Key Text: Oranges in No Man’s Land</p>

Medium Term Planning – Year 3

At Heronsgate School, Guided Reading is taught daily to help teach vocabulary, comprehension skills and appreciation for a range of literature. Daily reading opportunities are provided for children to help improve fluency and stamina. Banded books and RWI Fresh Start provide opportunities for children to improve decoding skills and/or improve their words per minute so that they can fully access the wider curriculum. Below is an overview of the terms and the link to the Cornerstones project link:

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term	Emperors and Empires						Forces and Magnets					
Project link												
Spoken language:	use relevant strategies to build their vocabulary & articulate and justify answers, arguments and opinions											
Autumn Term	Poetry Focus: Volcano NC links: Discussing words and phrases that capture the reader's interest and imagination.	Core Text: Escape from Pompeii <i>*A picture comprehension to be taught first week to allow for phonics screening</i> Content domains covered: 2a, 2b, 2h NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas and summarising these; and identifying how language, structure, and presentation contribute to meaning.	Non-fiction focus: Non-fiction: Invading Britannia NC links: retrieve and record information from non-fiction	Poetry Focus: Clockwise by John Agard NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]	Key text: The Iron Man Content domains covered: 2a, b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas and summarising these; and identifying how language, structure, and presentation contribute to meaning. Apply their growing knowledge of root words, prefixes and suffixes when reading <i>NF link https://kids.britannica.com/kids/article/Magnet-and-Magnetism/353411</i>	Non-fiction focus: Magnetism – Britannica Kids NC links: retrieve and record information from non-fiction & identifying how language, structure, and presentation contribute to meaning						
Assessment	All new starters assessed weeks 1-3 using RWI Fresh Start Assessment tool. Children grouped according to results into groups. Groups start from week 3. All new starters benchmarked and assigned book band.			Complete reading assessment for baseline data using most recent KS1 reading test			Children receiving RWI Fresh Start assessed (weeks 10-11) All children assessed using reading test A All children benchmarked weeks 10-12					
Spring Term	Rocks, Relics and Rumbles											
Project link												
Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others											
Autumn Term	Poetry focus Don't be Bored Rock by Zoro Weil NC links: discuss words and phrases that capture the reader's interest.	Core Text: The Firework Maker's Daughter by Phillip Pullman Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text	Non-fiction: Rocks and Fossils by Belinda Webber NC links: identifying how language, structure, and presentation contribute to meaning	Poetry focus: Extinct by Mandy Coe NC links: Discussing words and phrases that capture the reader's interest. Recognise some different forms of poetry	Core Text: Magical Celtic Tales by Una Leavy* Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <i>(*to cover myths and legends/compare stories)</i>	Non-fiction: Mary Anning – Biography						
Assessment	RWI assessment point for all children completing RWI Fresh start. Non movers assigned to member of SLT (first step in intervention) Benchmarking completed for all children weeks 5 and 6						RWI assessment point for all children completing RWI Fresh start. Non movers flagged to phase leader and SLT Benchmarking completed for all children weeks 5 and 6. Non-movers identified in PPM Assessment of all children using reading test B					
Summer Term	Through the Ages											
Project link												
Autumn Term	Poetry focus: Libraryology – Benjamin Zephania Recognise some different forms of poetry	Core Text: Stone Age Boy Content domains covered: 2a, 2b, 2h, 2f, 2c NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context.	Non-fiction: Historic Places of the United Kingdom by John Mallam NC links: retrieve and record information from non-fiction	Poetry Focus Ten Dancing Dinsours	Core Text: Leonara Bolt – Secret Inventor Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. 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 NF link https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/building-stonehenge/	Building Stonehenge – English Heritage NC links: identifying how language, structure, and presentation contribute to meaning						
Assessment	RWI assessments to be completed weeks 5 and 6 Benchmarking of all readers to be completed weeks 4-6						RWI final assessments weeks 11-12 Benchmarking of all readers completed and passed to new teachers Final reading assessment using reading test C					

Medium Term Planning – Year 4

At Heronsgate School, Guided Reading is taught daily to help teach vocabulary, comprehension skills and appreciation for a range of literature. Daily reading opportunities are provided for children to help improve fluency and stamina. Banded books and RWI Fresh Start provide opportunities for children to improve decoding skills and/or improve their words per minute so that they can fully access the wider curriculum. Below is an overview of the terms and the link to the Cornerstones project link:

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Autumn Term	Project link	Invasion											
	Spoken language:	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments											
	Autumn Term	Poetry Focus: Beowulf Kennings (practical task)	Core Text: Norse Myths and Legends Content domains covered: 2a, 2b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas and summarising these; and identifying how language, structure, and presentation contribute to meaning.				Non-fiction focus: Non-fiction: Time Crime (newspaper report) NC links: retrieve and record information from non-fiction	Poetry Focus: The River by Valerie Bloom NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]	Core Text: Song of the Dolphin Boy by Elizabeth Laird Content domains covered: 2a, b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas and summarising these; and identifying how language, structure, and presentation contribute to meaning. Apply their growing knowledge of root words, prefixes and suffixes when reading				Non-fiction focus: The Amazon River (Britanica Kids) NC links: retrieve and record information from non-fiction & identifying how language, structure, and presentation contribute to meaning
	Assessment	All new starters assessed weeks 1-3 using RWI Fresh Start Assessment tool. Children grouped according to results into groups. Groups start from week 3. All new starters benchmarked and assigned book band.			Complete reading assessment for baseline data using most recent KS1 reading test			Children receiving RWI Fresh Start assessed (weeks 10-11) All children assessed using reading test A All children benchmarked weeks 10-12					
Spring Term	Project link	Misty Mountain, Winding River											
	Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others											
	Autumn Term	Poetry focus Albatross by Laura Mucha	Core Text: Kensuke's Kingdom (1) Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text				Non-fiction: South America Guide – Amazon NC links: identifying how language, structure, and presentation contribute to meaning	Poetry focus: Carriages of a Train NC links: Discussing words and phrases that capture the reader's interest. Recognise some different forms of poetry	Core Text: Kensuke's Kingdom (2) Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally				Non-fiction: Focus on Climate Zones by Cath Senker
	Assessment	RWI assessment point for all children completing RWI Fresh start. Non movers assigned to member of SLT (first step in intervention) Benchmarking completed for all children weeks 5 and 6					RWI assessment point for all children completing RWI Fresh start. Non movers flagged to phase leader and SLT Benchmarking completed for all children weeks 5 and 6. Non-movers identified in PPM Assessment of all children using reading test B						
Summer Term	Project link	Ancient Civilizations											
	Autumn Term	Poetry focus: Checking out me History by John Agard Recognise some different forms of poetry	Core Text: Varjak Paw by S.F Said Content domains covered: 2a, 2b, 2h, 2f, 2c NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context.				Non-fiction: King Tut News Report NC links: retrieve and record information from non-fiction	Poetry Focus Scarlett Macaw	Core Text: Secrets of the Sunk king by Emma Carroll Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. 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				Interview with Sophie Finch NC links: identifying how language, structure, and presentation contribute to meaning
	Assessment	RWI assessments to be completed weeks 5 and 6 Benchmarking of all readers t be completed weeks 4-6					RWI final assessments weeks 11-12 Benchmarking of all readers completed and passed to new teachers Final reading assessment using reading test C						

Medium Term Planning – Year 5

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn Term	The Tudors						Forces an Mechanisms					
Project link	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments											
Spoken language:	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments											
Autumn Term	Poetry Focus: Poem: The Tyger by William Blake NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]	Core text: Illustrated stories from Chine (Usborne) by Li Weiding Content domains covered: 2a, 2b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Pupils taught to work out unfamiliar words, paying close attention to new vocabulary. Making comparisons within books. Summarising ideas from one or more paragraph	Non-fiction focus: Who were the Tudors? (DK Find Out) NC links: retrieve and record information from non-fiction	Poetry Focus: The Clockwork by Jacob Sam La-Rose NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]	Core Text: The Devil and His Boy by Anthony Horowitz Content domains covered:2a, b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; Ask questions to improve their understanding. Begin summarising main parts of a text.	Non-fiction focus: Non-fiction text: Who Were the Tudors (DK Find Out Kids) NC links: Distinguish between fact and opinion and to retrieve and record information from non-fiction						
Assessment	All children who received RWI Freshstart in Year 4 should be re-assessed in weeks 1-3. All children on banded books to be benchmarked weeks 1-3			Complete reading assessment for baseline data using most recent KS1 reading test All children who are on banded books to be benchmarked to identify any children not making progress.			Children receiving RWI Fresh Start assessed (weeks 10-11) All children assessed using reading test A All children benchmarked weeks 10-12					
Spring Term	Sow Grow and Farm						Earth and Space					
Project link	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children’s vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.											
Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children’s vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.											
Autumn Term	Poetry focus Ghost in the Garden by Berlie Doherty NC links: Explain and discuss their understanding of what they have read. Discuss figurative language	Core Text: The Last Wild (modern contemporary fiction) Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they have read by drawing inferences, summarising main ideas and asking questions about what they have read. Retrieval is taught to maintain skill of skimming and scanning.	Non-fiction: Allotment: Month by month guide – what to do and when NC links: Retrieve and record key information. Distinguish between fact and opinion.	Poetry focus: The Starlight Night by Gerard Manley Hopkins NC links: Show understanding through intonation, tone and volume when reading poem aloud	Core Text: Cosmic by Frank Cottrell Boyce Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Make comparisons in and across books; Identify and discuss themes and conventions; apply what they have learned to more complex writing (see written response lessons). Children to continue to apply what they have already learnt, discussing conventions such as use of first person (evident within this text when the writer switches between third and first person)	Non-fiction: Katherine Johnson (biography) NC links: Retrieve and record key information. Distinguish between fact and opinion. Look at layout of text and how this helps reader’s understanding.						
Assessment	RWI assessment point for all children completing RWI Fresh start. Non movers assigned to member of SLT (first step in intervention) Benchmarking completed for all children weeks 5 and 6						RWI assessment point for all children completing RWI Fresh start. Non movers flagged to phase leader and SLT Benchmarking completed for all children weeks 5 and 6. Non-movers identified in PPM Assessment of all children using reading test B					
Summer Term	Groundbreaking Greeks											
Project link	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children’s vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.											
Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children’s vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.											
Autumn Term	Poetry focus: Price we pay for the sun by Grace Nicholls Recognise some different forms of poetry	Core Text: Greek Myths Content domains covered: 2a, 2b, 2h, 2f, 2c NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. Compare and contrast different myths.	Non-fiction: Rainforest Café (non-chronological report) NC links: retrieve and record information from non-fiction	Poetry Focus Lord Neptune by Judith Nicholls	Core Text: Who Let the Gods Out Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context. 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	The Ancient Olympics by Johnny Nunez NC links: identifying how language, structure, and presentation contribute to meaning						
Assessment	RWI assessments to be completed weeks 5 and 6 Benchmarking of all readers t be completed weeks 4-6						RWI final assessments weeks 11-12 Benchmarking of all readers completed and passed to new teachers Final reading assessment using reading test C					

Medium Term Planning – Year 6

Week	1	2	3	4	5	6	7	8	9	10	11	12		
Autumn Term	Project link	Britain at War (focus on post war Britain)						Evolution and Inheritance						
	Spoken language:	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments												
	Autumn Term	Poetry Focus: The British by Benjamin Zephaniah NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]	Core text: Coming to England by Floella Benjamin Content domains covered: 2a, 2b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Pupils taught to work out unfamiliar words, paying close attention to new vocabulary. Making comparisons within books. Summarising ideas from one or more paragraph			Non-fiction focus: The Windrush (Britanica Kids) NC links: retrieve and record information from non-fiction		Poetry Focus: Pike by Ted Hughes (will also involve comparison with second poem) NC links: Recognising some different forms of poetry [for example, free verse, narrative poetry]		Core Text: Hole by Louis Sachar Content domains covered: 2a, b, 2h, 2g NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they read by explaining the meaning of words in context; drawing inferences and justifying inferences with evidence; predicting what might happen from details stated and implied; Ask questions to improve their understanding. Begin summarising main parts of a text.			Non-fiction focus: Charles Darwin and the Mystery of Life (natgeog kids) NC links: Distinguish between fact and opinion and to retrieve and record information from non-fiction	
	Assessment	All children who received RWI Freshstart in Year 5 should be re-assessed in weeks 1-3. All children on banded books to be benchmarked weeks 1-3			Test: Reading paper 2019 baseline test (week 5 or 6)			Children receiving RWI Fresh Start assessed (weeks 10-11) All children assessed using 2022 sats tests All children benchmarked weeks 10-12						
Spring Term	Project link	Frozen Kingdoms												
	Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children's vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.												
	Autumn Term	Poetry focus The Ice Ship by Sue Hubbard NC links: Explain and discuss their understanding of what they have read. Discuss figurative language	Core Text: Race to the Frozen North Content domains covered: 2a, 2b, 2h, 2f NC areas of study: Develop positive attitudes to reading and understanding of what is read. Understand what they have read by drawing inferences, summarising main ideas and asking questions about what they have read. Retrieval is taught to maintain skill of skimming and scanning.			Non-fiction: Save our polar habitats – National Geographic NC links: Retrieve and record key information. Distinguish between fact and opinion.		Sats Revision using CGP Sats Busters Core text: Children of the Quicksands (class reader)						
	Assessment	RWI assessment point for all children completing RWI Fresh start. Non movers assigned to member of SLT (first step in intervention) Benchmarking completed for all children weeks 5 and 6 All children assessed using 2018 and 2023 sats tests						RWI assessment point for all children completing RWI Fresh start. Non movers flagged to phase leader and SLT Benchmarking completed for all children weeks 5 and 6. Non-movers identified in PPM Assessment of all children using reading tests re-test using 2019 to identify progress						
Summer Term	Project link	Our Changing World												
	Spoken language	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Focus on increasing children's vocabulary by describing feelings and wider world. Give constructive feedback on their spoken language.												
	Autumn Term	Poetry focus Some Effects of Global Warming in Lackawanna County By Jay Parini	Key Text: Oranges in No Man's Land			Non-fiction text: Population and Settlement by Izzi Howell		Writing focus – reading for pleasure to take precedent						
	Assessment	RWI assessments to be completed weeks 5 and 6 Benchmarking of all readers to be completed weeks 4-6						RWI final assessments weeks 11-12 Benchmarking of all readers completed and passed to new teachers Final reading assessment using reading test C						

Whole School Projects

<i>Autumn 2 – Black History Month/Poetry Day</i>	<i>Spring 2 – World Book Day</i>
<p>Poetry: Caged Bird by Maya Angelou</p> <p>Whole School Text: In Every House on Every Street by Jess Hitchman</p> <p>Poetry Day – Monday 16th October (Word Guerilla)</p>	<p>Poetry: A Book by Emily Dickinson</p> <p>Whole School Text: Martha Maps it Out by Lee Hodgkinson</p>