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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum** | **Vikings & Mountains** | **Tudors & Deserts**  | **WWII & Energy** |
| **Theme** |  |  |  |
| **R4P Text** | **Mohinder’s War** (Bali Rai)**Now or Never** (Bali Rai) | **Who Let The Gods Out**(Maz Evans) | **A Kind of Spark**(Elle McNicoll) |
| **Core WCR** | **When the Mountains Roared** (Jess Butterworth) | **The Girl of Inks and Stars**(Kiran Milwood-Hargrave) | **When the Sky Falls**(Phil Earle) |
| **Core Text** | **Fiction** | **The Last Bear** (Hannah Gold)**Viking Boy** (Tony Bradman)**Odd & the Frost Giants** (Neil Gaiman)**Norse Myths** (Kevin Crossley-Holland) | **A Stage Full of Shakespeare Stories: 12 Tales from the world’s most famous playwright**(Angela McAllister)**Time Tub Travellers and the Silk Thief** (Claire Linney) | **Rose Blanche** (Ian McEwan)**Letters from the Lighthouse** (Emma Carroll)**The Diary of a Young** **Girl** (Anne Frank) |
| **Non-Fiction** | **Majestic Mountains: Discover Earth's Mighty Peaks** (Mia Cassany)**Can we Save the Tiger?** (Martin Jenkins)**Crazy About Cats** (Owen Davey)**British Museum: So You Think You’ve Got It Bad? A Kid’s Life as a Viking** (Chae Strathie & Marisa Morea)**Survivors** (David Long)**The Vikings: Raiders, Traders and Adventurers** (Marcia Williams)**Viking Voyagers** (Jack Tite)**Great Adventurers** (Alastair Humphreys) | **What’s so special about Shakespeare?** (Michael Rosen)**Politics for Beginners: 1** (Louie Stowell) | **Skyward** (Sally Deng)**My Secret War Diary** (Marcia Williams)**The Good Thieves** (Katherine Rundell) |
| **Poetry** |  | **Cloud Busting** (Malorie Blackman)**Poetry for Kids: William Shakespeare** (Dr Marguerite Tassi)**The Ride-by-Nights** (Walter de la Mare) [The Highwayman](https://youtu.be/le727fRZHpA?si=0T2Pt1MwkcJkdvPG) (Alfred Noyes)[The Highwayman](https://youtu.be/ryu1JZiSbHo?si=G7ks6y5ABOTTOuQI) (Alfred Noyes)(Charles Keeping) | Blackout poetry**Dulce et Decorum est** (Wilfred Owen /Martin Impey)**Poems from the Second World War** (Gaby Morgan) |
| **Book Families** | **Secrets of the Mountain** (Libby Waldon)**Running on the Roof of the World** (Jess Butterworth)**Finding Bear** (Hannah Gold) | **Arthur and the Golden Rope** (Joe Todd-Stanton)**Malamander Series**(Thomas Taylor)Marcia | **Goodnight Mr Tom**(Michelle Magorian) |

**Year A**

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| **N.C. Outcomes** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading** | Pupils should be taught to:* maintain positive attitudes to reading and 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
* reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
* read age-appropriate books with confidence and fluency (including whole novels).
* recommending books that they have read to their peers, giving reasons for their choices
 | * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
* apply knowledge of root words, prefixes and suffixes.
* learning a wider range of poetry by heart
* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Apply, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. |
| * identifying and discussing themes and conventions in and across a wide range of writing
* provide reasoned justifications for their views.
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* identifying how language, structure and presentation contribute to meaning
* 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
* making comparisons within and across books
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 | * retrieve, record and present information from non-fiction
* predicting what might happen from details stated and implied
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* provide reasoned justifications for their views.
* 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
 | * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction
* predicting what might happen from details stated and implied
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* distinguish between statements of fact and opinion
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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**Year B**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum** | **Victorians & Population** | **Greeks and Oceans** | **Sikh Empire & ‘Fieldwork’** |
| **Theme** |  |  |  |
| **R4P Text** | **Darwin’s Dragons**(Lindsey Galvin) | **Malamander**(Thomas Taylor) | **Who Let the Gods Out**(Maz Evans) |
| **Core WCR** | **Cogheart**(Peter Bunzl) | **Orion Lost**(Alistair Chisholm) | **The House with Chicken Legs**(Sophie Anderson) |
| **Core Text** | **Fiction** | **What Mr Darwin Saw** (Mick Manning)**The Journey** (Francesca Sanna)**The Arrival** (Shaun Tan) | **Percy Jackson & Lightning Thief** (Rick Riordan)**Leo and the Gorgon’s Curse**  | Baba Yaga Tales**Grimm Tales: For Young & Old** (Phillip Pullman) |
| **Non-Fiction** | **Engineers: Making a Difference** (Dr Shini Somara)**Scientists in the Wild: Galapagos** (Helen Scales)**On The Origin of Species** (Sabina Radeva)**Who are Refugees and Migrants?** **What Makes People Leave their Homes? And Other Big Questions** (Michael Rosen) | **Mythologica: An encyclopedia of gods, monsters and mortals from ancient Greece** (Dr Stephen P. Kershaw)**Ancient Olympic Games** (Johnny Núñez) | **Timeline: A Visual History of Our World**(Peter Goes) **Wild Animals of the World** (Dieter Braun) |
| **Poetry** | Edgar Allen Poe Poems e.g. The Raven |  | **The Big Amazing Poetry Book** (Gaby Morgan)**The Final Year** (Matt Goodfelllow) |
| **Book Families**  | **Cogheart Series**(Peter Bunzl)Little People, Big Dreams | **Percy Jackson** series | **Sophie Anderson Books** |

**Year B**

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 | * 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
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**Fluency Progression of Skills**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fluency Skills** | Children learn to: recognise and read their name automaticallyJoin in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beatBe able to read and understand simple sentences using sounds that have been learnt. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Recite some familiar complete rhymes and songs by heart. Use body percussion or instruments to hold the beat; recognise and join in with predictable phrases. Be able to read and reread books that are closely matched to their developing phonic knowledge and knowledge of common exception words. Use appropriate expression when reading words that are printed for emphasis. Pronounce plurals clearly, with particular focus on the final sound. | Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledgeBe able to read common exception words easily and automatically. Use appropriate expression when reading a sentence with a question mark or an exclamation mark. Pronounce contractions clearly, with particular focus on the final soundPronounce past tense verbs clearly, with particular focus on the final sound. | Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluencyBe able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words. Use appropriate expression when reading dialogue: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, “What’s that noise?”)Gradually internalise the reading process to read silently. | Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words. With support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences.Recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. | Be able to read age-appropriate texts accurately and at a reasonable speaking pace. Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticityBe able to prepare readings, with appropriate intonation to show their understandingNotice more sophisticated punctuation e.g. Of parenthesis, and use expression; accordingly, read silently and then discuss what they have read; | Children show that they can: read age-appropriate texts fluently and with confidenceBe able to prepare readings, with appropriate intonation. Learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audienceNotice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; |