**Reading Framework Y4, 5 and 6 – Long Term Overview 2020 – 2021**

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| **Autumn** |
| **Texts**Anchor and Supplementary | **Explicit Focus Points** Black – NC Objectives**Black and bold – ideas for teaching****Green – Reading Rope Strands** Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion | **Writing Objectives/Cross Curricular links** |
| **Gaslight- Eloise Williams (Y5/6)****Hetty Feather (Y4/5)** | **VOCABULARY*** using dictionaries to check the meaning of words they have read
* checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
* retrieve and record information from non-fiction (Victorian non-fiction book links)

**VERBAL REASONING** * 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
* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- identifying main ideas drawn from more than 1 paragraph and summarising these- predicting what might happen from details stated and implied.**BACKGROUND KNOWLEDGE*** Basic understanding of Victorians – develop through the topic.
* Understanding of what a foundling is/workhouse – check understanding as they go along.
 | **Pace**: The speed and rhythm of what we read. **Punctuation**: The adherence to and understanding of the marks an author has placed upon the page | Character descriptionsLetter writing to their mothers (both books involve a child searching for their lost mother)Diary entry from character point of view  |
| **Street Child (4/5/6)** | **VOCABULARY*** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
* discussing words and phrases that capture the reader’s interest and imagination

**VERBAL REASONING** * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
* identifying main ideas drawn from more than 1 paragraph and summarising these
* -Be taught how to compare characters, settings, themes and other aspects of what they read.
* -Making comparisons within reading, within and across books

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
* Identifying themes and conventions in a wide range of books (compare to previous book)
* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

**LANGUAGE STRUCTURE*** identifying how language, structure and presentation contribute to meaning

**BACKGROUND KNOWLEDGE*** Comparison to Hetty Feather and Gaslight – discuss different lifestyles in the Victorian era.
 | **Pitch:** The musicality of the reading voice – including tone and intonation.**Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word. | Newspaper report – influence of other people’s opinions-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) |
| **Ongoing, independent reading – Pupil choice from home and school books. Group reading challenges provided for differentiated groups where possible to encourage discussion and motivation.** **Class Book – Reading spine****Reading display – include a range of book covers and add reviews that children write as we progress through the term. Lego reading challenge. Reading rewards to be discussed with the children.** **Fluency – a small group pupils will be selected to be assessed using the Multi-dimensional Fluency Scale at the start of the term. The group will be split into two, one group that only receives in class support with reading fluency and the other will have weekly practise with reading a range of poems, songs, short stories, extracts and etc. After 5-6 weeks, both groups will be re-assessed using the Multi-dimensional Fluency Scale. The results will be analysed and good practise will be shared with the rest of the classes, adapting and adopting new practise where appropriate.**  |
| **Spring** |
| **Texts**Anchor and Supplementary | **Explicit Focus Points** Black – NC Objectives**Black and bold – ideas for teaching****Green – Reading Rope Strands** Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion | **Writing Objectives/Cross Curricular links** |
| **Cosmic (All)****Non fiction reports - space** | **VOCABULARY*** using dictionaries to check the meaning of words they have read
* discussing words and phrases that capture the reader’s interest and imagination

**VERBAL REASONING** * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
* 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.

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
* increasing the familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 | **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word.**Power:** The strength given to the reading voice – including volume and stress. |  |
| **Wonder (5/6)****Theres a boy in the girls bathroom (4/5)** | **VOCABULARY*** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
* discussing words and phrases that capture the reader’s interest and imagination

**VERBAL REASONING** * 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
* identifying main ideas drawn from more than 1 paragraph and summarising these

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
* Identifying themes and conventions in a wide range of books

**LANGUAGE STRUCTURE*** identifying how language, structure and presentation contribute to meaning
 | **Pause:** The knowing of when not to read and for how long**Pitch:** The musicality of the reading voice – including tone and intonation**Pace:** The speed and rhythm of what we read. | Diary entries from the point of view of a character in the book Empathy/understanding- diversityStories raising issues/dilemmas |
| **Summer** |
| **Texts**Anchor and Supplementary | **Explicit Focus Points** Black – NC Objectives**Black and bold – ideas for teaching****Green – Reading Rope Strands** Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion | **Writing Objectives/Cross Curricular links** |
| **Who let the Gods out (4/5/6)****Greek myths (4/5/6)** | **VOCABULARY*** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

**VERBAL REASONING** * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
* -Be taught how to compare characters, settings, themes and other aspects of what they read.
* -Making comparisons within reading, within and across books
* Ask questions to improve their understanding

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Identifying themes and conventions in a wide range of books
* increasing the familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

**LANGUAGE STRUCTURE*** Reading books that are structured in different ways and reading for a range of purposes
 | **Pause:** The knowing of when not to read and for how long**Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.**Power:** The strength given to the reading voice – including volume and stress. | Creating own myths using fictional GodsPoetry links – writing and performing |
| **The train to impossible places (4/5)****Sky song (5/6)** | **VOCABULARY*** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
* discussing words and phrases that capture the reader’s interest and imagination
* using dictionaries to check the meaning of words they have read

**VERBAL REASONING** * 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
* 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.

**LITERACY KNOWLEDGE*** asking questions to improve their understanding of a text
 | **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word.**Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.**Pace:** The speed and rhythm of what we read. | Fiction- Adventure and mystery stories- speech and punctuation, describing settings and characters.  |